

KENTUCKY CENTER FOR SCHOOL SAFETY

IN COLLABORATION WITH R.E.A.C.H. OF LOUISVILLE, INC.



KENTUCKY 2000: SAFE SCHOOLS DATA PROJECT

Correlates of School Misbehavior and Violence

Kentucky 2000: Safe Schools Data Project

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Executive Summary

The Kentucky Safe Schools Data Project has completed its second year of data-gathering on law and school board policy violations, legal and disciplinary consequences, victim and offender information, security measures, and prevention efforts in schools. Mandated by Kentucky Revised Statute 158, the project is a collaboration between the Kentucky Center for School Safety, Research Triangle Institute of North Carolina (web-enabled data entry), R.E.A.C.H. of Louisville (statistical analysis), and the Kentucky Department of Education.

Report 1 of the Kentucky Safe Schools Data Project (previously released) delineates statewide and regional totals for the 1999-2000 school year. The present report seeks to provide a more refined description of these same data in relation to gender, race, grade level, socio-economic status, and related variables. A final report will outline school district comparative data and provide regional and statewide normative tables. The purposes of these reports are to: (1) supply educators, parents and the community with general descriptive information about school safety; (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) allow judgments to be made about the extent to which schools are becoming more safe environments for learning.

Grade Level

There are significant differences across the grade levels in terms of the general frequency of disciplinary actions, with middle and high schools much more likely to employ these actions.

- ✓ Expulsion occurs at very low rates and primarily at the secondary level. Suspension and alternative

placement are the most commonly employed approaches, occurring primarily at the middle and high school levels. Corporal punishment is most common at the elementary level, but is also employed at the middle and high school levels.

Within school levels, there are significant differences across regions of the state in frequency of disciplinary actions. Some of these regional differences are noteworthy:

- ✓ Jefferson County has the highest rate of suspensions for law violations at the high school level, but among the lowest at the elementary school level.
- ✓ Jefferson County and central Kentucky have the highest rates of suspensions for board violations at the middle school level, but Jefferson County is among the lowest at the elementary and high school levels.
- ✓ Students in southeastern and central Kentucky are much more likely to be suspended for board violations.
- ✓ Alternative educational placements are used extensively in eastern Kentucky, as compared to other regions of the state.
- ✓ Corporal punishment is used extensively in eastern Kentucky, but it is virtually non-existent in Jefferson County, northern Kentucky, and central Kentucky.

Gender

- ✓ Boys outnumber girls in Kentucky's schools to a significant extent - 51.5% to 48.5% overall.
- ✓ There are substantial district-level differences with regard to gender in Kentucky, particularly in a number of independent school districts.
- ✓ The relative proportion of law and board violations between the genders is highly disproportionate. 73.2% of student offenders are male.

- ✓ Victim data are also disproportionate, although not to the same extent. 64.8% of all student victims of law and board violations are male.
- ✓ It appears that the differences in violation rates are primarily attributable to gender, as opposed to the characteristics of districts where gender imbalances are found. There is no correlation between gender imbalance and incidence of violations.

Race

Examination of the incidence of law and board violations in relation to race is important due to national concern about disproportionate disciplinary consequences for African American students. These data may also shed light on social and living conditions that can contribute to school misbehavior and violence.

- ✓ There is a small disproportion noted between white and black student incidents (83.9% vs. 15.1%), as compared with their representation in the student population (87.6% vs. 10.0%). Black students are 1.58 times more likely than white students to be categorized as an offender. This disproportion is less apparent in regard to student victimization than was noted in offender data (87.2% vs. 11.6%).
- ✓ When these global data are broken down more specifically, however, the disparity becomes more apparent. Black students are much more likely to be suspended for law and board violations (by ratios of 2.38 and 2.59, respectively). White students are more likely to be placed in alternative settings for board violations, or to receive corporal punishment. There is insufficient data to reliably compare expulsion rates across race.
- ✓ The percent of non-white students in a given school district does not appear to correlate with district-level rates of law or board violations.

School Performance Measures

School misbehavior and violence, as measured by law and board violations, appears to have a complex relationship with other district-level measures of school performance.

- ✓ District-level rates of law violations are not correlated with board violations. This implies that law and board violations reflect divergent categories or types of behavior. Districts that have high law violation rates do not necessarily have high board violation rates, and vice versa.
- ✓ District level rates of law violations are also not correlated with common school performance measures (e.g., overall school performance, attendance). This finding suggests that there may be other variables (non-school related) that underlie law violation rates at the district level (see inset in Section 4 on the influence of extra-school variables).
- ✓ On the other hand, district-level rates of board violations are moderately correlated with three common school performance measures (overall school performance and attendance) and a measure of socio-economic status (percent who receive free and reduced lunch). This correlation does not prove that one “causes” the other, but rather that they co-vary and interact. Thus, low overall school performance may be a precursor to school misbehavior, but it may also be true that misbehavior contributes to poor overall school performance.
- ✓ These interesting correlations have implications for program planning. They lend support to the proposition that efforts to promote school safety can facilitate school achievement, just as efforts to promote achievement can lead to more safe schools.
- ✓ The finding that law violations are unconnected to school performance measures appears to argue for school-, neighborhood-, and community-level interventions to reduce law violations.

Toward a More Refined Understanding of School Safety Data

Report 1 described 1999-2000 school safety data from a statewide and regional perspective. The present report seeks to extend and clarify that report by “drilling down” into the data and exploring the relative influence of gender, race, grade level, socio-economic status, school attendance, overall school performance, and drop-out rates.

The requirement that Kentucky public schools gather and report detailed information regarding school safety is based on a legislative mandate. Growing public concern about school safety was given expression through the passage of House Bill 330 (now Kentucky Revised Statute 158) in 1998. Following the passage of this legislation, KDE melded the requirements of Federal and state reporting mandates, and mandated that school districts report local incidence data regarding both law and school board policy violations, in addition to documenting local prevention and intervention efforts. The Center for School Safety, currently located within the College of Justice and Safety at Eastern Kentucky University, was created to analyze and disseminate these data through an initiative called the **Kentucky Safe Schools Data Project**. In addition, the Center funds local school safety initiatives (during the 1999-2000 school year, 90 such initiatives were funded, serving 126 school districts).

The Kentucky Safe Schools Data Project reflects federal and state guidelines for gathering outcome data and reporting on prevention programs and activities. Data reporting requirements are mandated at the federal level by the Safe and Drug-Free Schools and Communities Act (34 CFR 299) and the Gun-Free Schools Act of 1994 (20 USC 8921).

A primary goal of this data-gathering initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.

This report is designed to facilitate a deeper understanding of the complexities and subtleties inherent in previously reported school safety data. Such an understanding can help to inform intervention design and resource allocation processes in schools.

What is the Kentucky Safe Schools Data Project?

1999 was the baseline year of data reporting to the Kentucky Department of Education (and subsequent analysis by the Center for School Safety). This report was based on 1998-99 school year data self-reported by 179 school districts, including the Kentucky School for the Blind, the Kentucky School for the Deaf, and Model Laboratory School in Richmond. Building-level data were provided by 1,437 schools representing a total enrollment of 637,368 students. Three statistical reports were released, providing an analysis of State Totals, Grade-Level Totals (elementary, middle, high school), and Individual School District Totals. Data were organized in four sections: (1) drug and/or violence prevention programs and strategies in Kentucky schools; (2) incidence of law violations; (3) security measures taken; and (4) local board policy violations. In 2000, data were gleaned from 179 school districts comprised of 1424 school buildings, with a total reported student enrollment of 629,289.

To accomplish data gathering for the first two years of operation, the Kentucky Department of Education collaborated with Research Triangle Institute (RTI) in North Carolina to design an electronic reporting system (partially funded through a federal grant). The objectives of the electronic system were to: (1) assist all school districts in providing data on youth violence and prevention activities; (2) improve the quality and completeness of data reported by schools and districts; (3) develop an integrated reporting system to meet new federal and state reporting requirements; and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels.

To implement this electronic system, district contact persons receive incident data from individual schools as specified on electronic data-gathering worksheets, organize this material, and then enter the data into a Web-enabled database managed by RTI. Following data cleaning and follow-up, these data are then transmitted to the Center for School Safety for analysis.

Data definitions have remained constant across the two years, and data quality has steadily improved over the two years of initial program operation. This was aided by

training and feedback provided to the individual school districts. Considerable effort has gone into specifying and clarifying data variables. For example, detailed definitions of law and school board violations were provided to users. A comprehensive glossary of terminology was provided in the Data Collection Handbook provided to all school district points of contact. It appears the 1999-2000 data are significantly more accurate, particularly in areas of school board policy violations. There remain some areas that require further examination, including: (1) continued clarification that reporting of board violations pertains only to those incidents that result in one of five types of disciplinary consequences; (2) recognition that consequences of legal violations may be unknown to school officials, and not representative of actual legal outcomes; (3) continued clarification of board policy violation data, in that some categories may overlap and specific incidents may be difficult to categorize; and, (4) recognition that some categories do not just involve students, in that staff or other individuals may be involved.

In general, it appears that law violation data are more consistently reliable than Board Policy violation data. Confidence in these comparisons is aided by recent efforts to correct “outlier” data from both year’s reporting in a small number of cases. Also, it is important to recognize that throughout the report, data are shown in terms of incidence (the number or frequency of discrete occurrences) and not prevalence (number of persons involved). An exception is victim and offender data, where multiple victims may relate to individual incidents, and offender totals can count the same individual more than once in relation to multiple incidents.

Despite these limitations, the two-year data set provides an exceptionally rich base from which to glean data about the nature and scope of school violence and prevention programming in Kentucky’s schools.

Our hope is that by reviewing and understanding these data, schools and communities will be able to plan and implement concrete local efforts to promote school safety. Thus, our intent is that all reports will be readable, clear, and relevant, with a strong emphasis on graphic presentation of data.

The present report (Report #2) is the second in a series about School Year 1999-2000.

- **Report #1** summarizes state- and regional-level data, provides global estimates of school safety, and some rough estimates of progress in relation to last year’s data.
- **Report #2** provides a more refined analysis of Kentucky data, showing how the data vary in relation to grade level, gender, racial and ethnic characteristics, economic disadvantage factors, school achievement, and school attendance.

- **Report #3** (to be published within a month of Report #2) provides **school district data**, showing how each district fares in regard to violations and prevention efforts.

The purposes of these reports are to: (1) supply educators, parents, students and community members with general descriptive information about school safety, (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) over time, enable judgments to be made about the extent to which schools are becoming more safe environments for learning.

What Were the Key Findings in Report 1?

The findings of Report 1, released in December, 2000, are most easily summarized by reiterating the Executive Summary from that report.

Nationally, there is considerable evidence that schools are becoming more safe. Since 1992, the total number of school-associated violent deaths has decreased. There is less than one in a million chance of violent death in school. The most common crime in schools is theft, which has been trending downward since 1993, as have student weapon carrying and physical fighting. All of these declines mirror drops in the overall crime rate in society. At the same time, there are serious and abiding concerns at the national level. Too many children and school personnel are the victims of violent crime in schools, weapon carrying remains a concern, students report that they do not always feel safe, drug and alcohol use on school property has not subsided, and a wide range of disciplinary problems continue to impede teaching and learning in schools.

In Kentucky, violations of law (ranging from serious crimes against persons or property, to less serious crimes that may result in arrest) have declined significantly, according to school reports. The magnitude of some of these declines may be a function of inaccuracies of incidence reporting by schools in the first year of data gathering but the results are still encouraging. Violations that appear resistant to change are those associated with alcohol use, buying or receiving stolen property, sex-related offenses (not including rape or prostitution), and possession of non-firearm weapons. There have also been dramatic declines across the two years in the number of school – reported suspensions, expulsions, and alternative placements associated with law violations. Some concern regarding school compliance with mandated reporting to law enforcement is suggested by the data. Regional comparisons of rates of law violations reveal considerable (and sometimes surprising) variability from one category to another. Jefferson County (which includes Louisville) exhibits high rates of law violations in some areas (e.g., drug violations, assault). However, the region with the most uniformly high rates is the central region of the state (including Lexington).

Regarding school board policy violations, dramatic reductions in incidence are even more apparent than what is seen for law violations (possibly again because baseline data are less accurate). Defiance of authority, fighting and threats and intimidation result in the most

serious forms of school discipline. The most common punishments (of the five tracked) are out-of-school suspension, alternative placement, and corporal punishment (in that order). Over the two years of data-gathering there is a dramatic reduction in expulsion with educational services, and a concomitant increase in the number of suspensions and corporal punishments. Southeastern Kentucky has the highest overall rates of board policy violations. Jefferson County has among the lowest rates in classroom disturbance and defiance of authority, but the highest in threats and intimidation. Statewide, a total of 17,366 individuals (students, staff, and others) were reported as victims of school violence (in all its forms) in 1999-2000.

Kentucky's schools continue to increase the security measures employed to keep students safe, with 96.8% requiring visitor sign-in and 93.1% closing the school campus during lunch. Significant effort has gone into controlling access to school grounds, but there have been slight declines in the use of drug sweeps and random metal detectors. Virtually all school buildings offer one or more prevention or early intervention programs, and the percent of offerings within each category has increased in nearly all categories of programming. Based on self-report, these programs appear to be implemented effectively.

How Is the Present Report Organized?

This report is organized in sections, similar to Report 1. However, rather than focusing on specific data elements (e.g., incidence of law violations, prevention programming), the report will disaggregate the school safety data with reference to a set of demographic and moderator variables that have been shown relevant in other educational research. These variables were chosen for inclusion either because they had been gathered by the project, or were available at the district level from the Kentucky Department of Education (e.g., overall school performance and attendance data).

- ❑ Section 2 summarizes data showing the relative influence of School Level. The key questions to be addressed are how (and potentially why) school safety data vary across school levels, and whether an understanding of this variability can inform school safety initiatives.
- ❑ Section 3 considers the relative influence of gender on school safety data. There is an extensive literature to the effect that gender co-varies with (or influences) a variety of educational processes and outcomes. Regarding gender, the data are explored to determine if there are systematic differences between boys and girls in terms of incidence and consequences. The correspondence of these findings to developmental perspectives is considered.
- ❑ Section 4 considers the relative influence of race on school safety data. Race and ethnicity have also been shown to correlate with important educational outcomes. The importance of reviewing these data is not only to understand the relative influence of student racial characteristics (and school district racial

composition), but also to assess whether there are systematic differences showing differential responses to problem behavior.

- Finally, Section 5 explores the relationship between some broad demographic/educational variables and school safety data. These include district-level measures of socio-economic status (% free and reduced lunch), overall school performance (CATS scores), school attendance, and drop-out rate. Understanding the correlations between these variables can facilitate theory-building about school violence and misbehavior, but it can also inform programmatic effort by focusing resource allocation decisions.

Summary

- **The Kentucky Safe Schools Data Project is designed to meet the requirement of KRS 158 that Kentucky public schools gather and report detailed information regarding school safety.**
- **A primary goal of this initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.**
- **The current report (the second of three) is designed to facilitate a deeper understanding of the complexities inherent in previously reported school safety data. Such an understanding can help to inform intervention design and resource allocation processes in schools.**
- **The report will focus on correlations between problem behavior in schools and variables such as grade level, gender, race, and some common measures of school performances (attendance, socio-economic status, drop-out, and overall school performance).**

Grade Level and Disciplinary Consequences for Law and Board Violations

This section reports on various data elements by grade level (elementary, middle, high school) and region. Emphasis is placed on further pinpointing high rate problem areas within regions by school level.

Report 1 of the Kentucky Safe Schools Data Project supplied global estimates of the incidence of various legal and board policy violations, and their accompanying disciplinary consequences. From a statewide and regional perspective, such data enable global judgments to be made about the scope of these problems. However, in order to plan intervention programs and allocate prevention resources, it is necessary to look further into the data to ascertain where and to what extent these problems are occurring.

One approach is to organize the data by grade level to determine if there is significant variability as a function of school setting and child development. It stands to reason that some behaviors would be more commonly found at some age and grade levels than others. For example, it seems probable that drug violations would be more common at the secondary level. A related question is whether this is uniformly true, or whether grade level variation may occur across regions of the state.

Kentucky's schools are organized in different ways. Most schools are either elementary, middle, or high schools, but the grade levels that comprise these schools are not consistent. The most common arrangement is for the elementary school to go through Grade 5, the middle school through Grade 8, and the High School to be Grades 9

through 12. However, in some school districts, elementary schools include 6th grade, and in others elementaries can extend through 8th Grade. In some instances, high schools can include Grades 7 through 12.

In reporting out data by grade level, the general maps that follow show data in three general categories: elementary, middle and high school. For these analyses, school data were organized based on the category label each school building assigned to itself.

However, as a practical matter, there is no accurate way to group schools together for the purpose of classification by type. Therefore, in order to provide for more refined analyses, we have also organized detailed data tables (see Appendix A) to reflect three groupings, as follows: (1) **All Grades** = all school buildings irrespective of grade level groupings, broken down by elementary, middle, and high school; (2) **Standard Grade Groups** = elementary through Grade 5, middle through Grade 8, and high school from 9 to 12; and, (3) **Other Common Grade Groupings** = elementary to Grade 6, elementary to Grade 8, and high school Grades 7 to 12. The first category is inclusive of all school buildings, but the second and third are sub-sets. It is important to note that these sub-sets do not comprise all school buildings, and are only provided to enable local districts to have valid points of comparison.

In effect, the tables provided in Appendix A can serve as regional normative data for incidence of law and board violations, and for the disciplinary consequences associated with these violations. By entering these tables, a district can determine the rate per 1000 students of violations and consequences in comparable settings. A particular school district's rates can then be calculated and compared to the regional rate. These tables will become especially useful when district-level data become available in Report #3.

What are the Statewide Rates of Disciplinary Consequences for Law and Board Violations, by School Level?

The graph seen on the following page (**Figure 1**) shows the statewide rates for various disciplinary consequences for both law and board violations, including: (1) expulsions with educational services; (2) expulsions without educational services; (3) suspensions; (4) alternative placements; and, (5) corporal punishment. It can be seen that elementary schools are significantly less likely to engage in disciplinary consequences of these types, as might be expected. Suspensions and alternative placements are the most commonly employed methods, especially at the middle and high school levels. Expulsions are used primarily at the middle and high

school level, but occur at relatively low rates. Corporal punishment is employed primarily at the elementary level, but is seen at surprisingly high levels at the high school level.

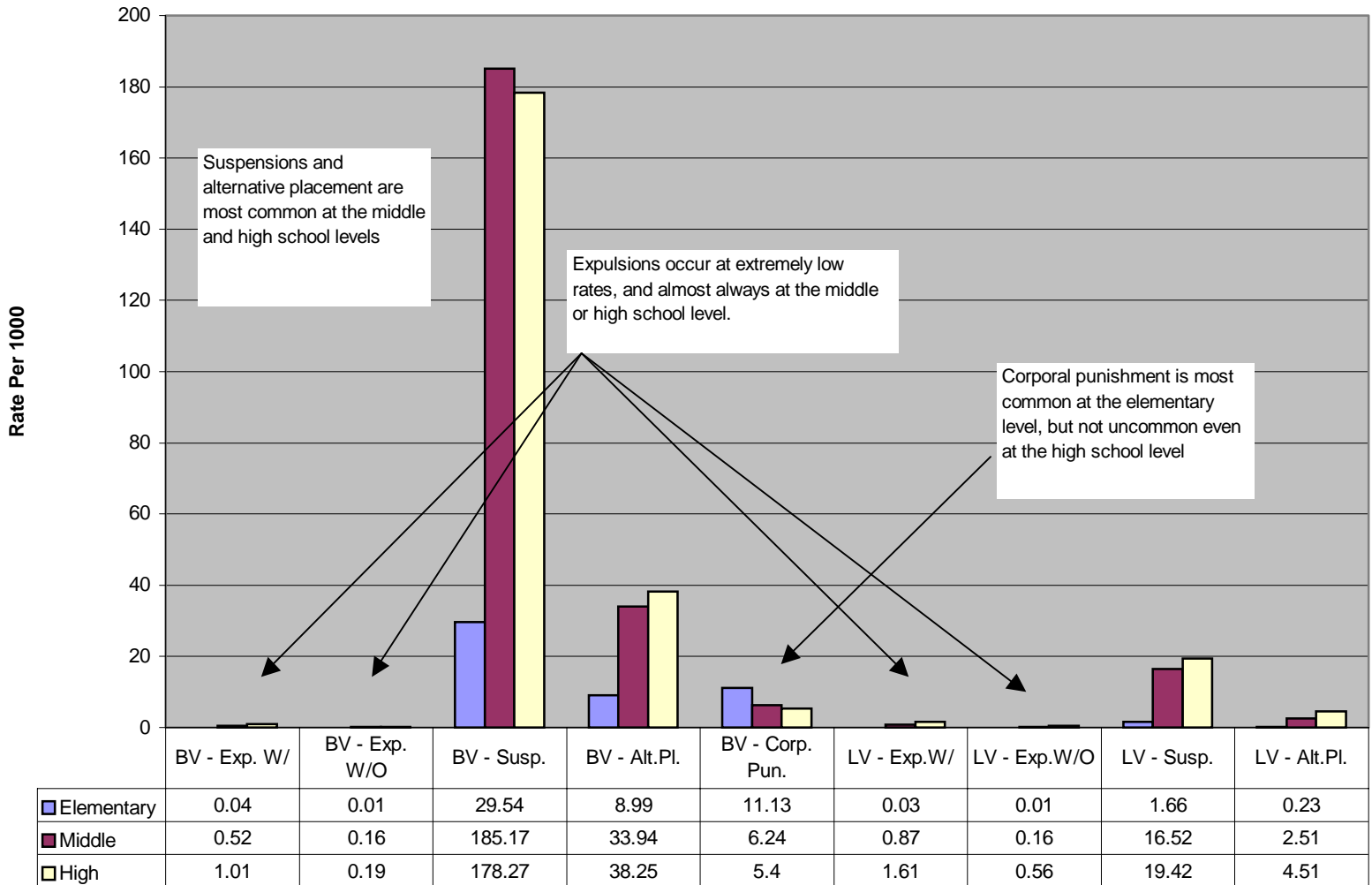


Figure 1: Statewide Disciplinary Consequence Rates

Legend

BV = Board Violations

LV = Law Violations

Exp. W/ = Expulsions with educational services

Exp. W/O = Expulsions without educational services

Susp. = Suspensions

Alt. Pl. = Alternative placements

Corp. Pun. = Corporal punishment

Are There Any Regional Differences in Disciplinary Rates by School Level (Relative to Student Population)?

Kentucky's school districts are divided into eight service regions, by the Kentucky Department of Education (KDE). The map shown at **Figure 1** delineates these regions by number.

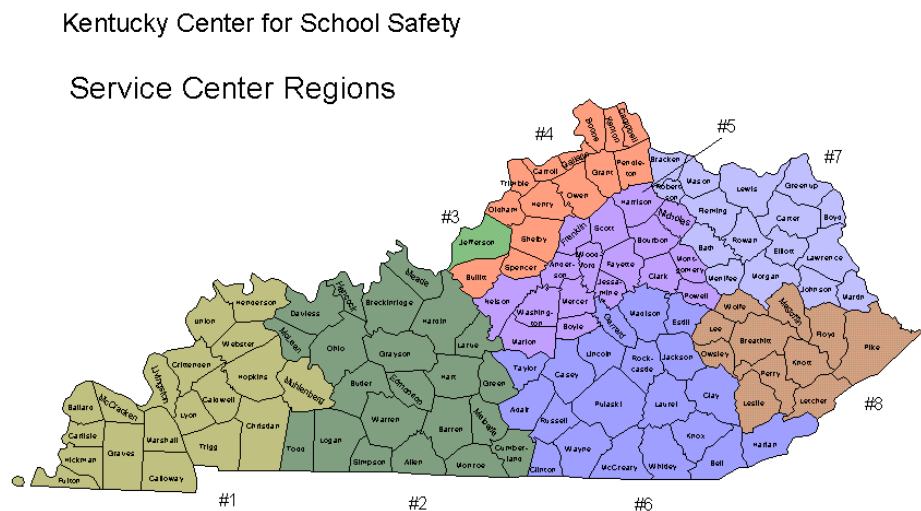


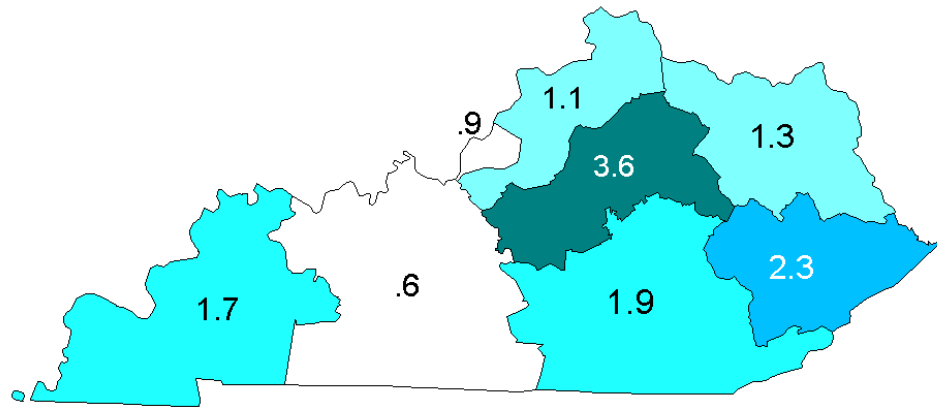
Figure 2: Kentucky Department of Education (KDE) Service Regions

Figures 3 through 17, shown on the following pages provide for a comparison of regional rates of disciplinary actions for law and board violations by school level (per 1000 students) when **All** schools are considered together. The figures are organized by school level, beginning with elementary schools, then middle and high schools.

More explicit data by school level (for All Grades, Standard Grades, and Other Common Grade Groupings) and region are provided in Appendix A.

Suspensions for Law Violations Elementary Schools

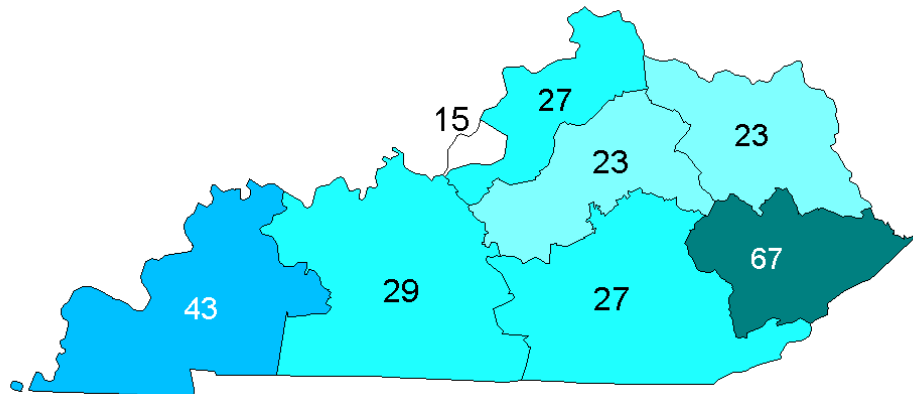
Figure 3



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations Elementary Schools

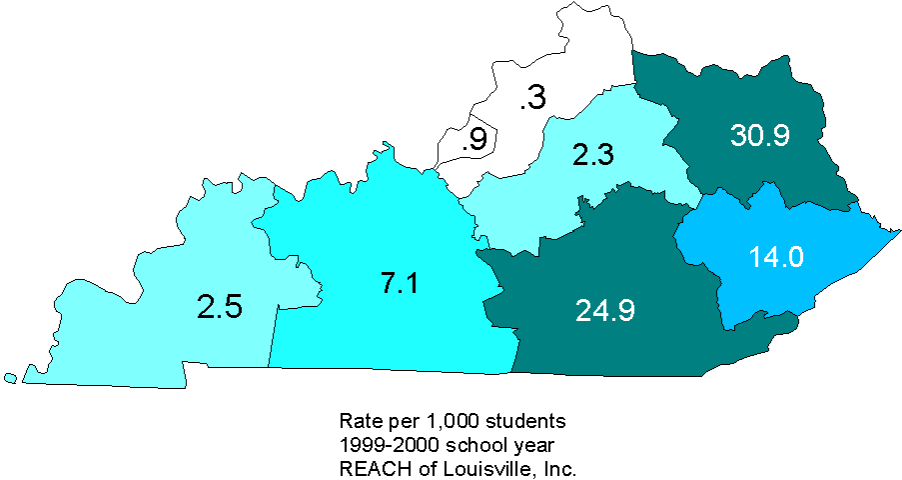
Figure 4



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

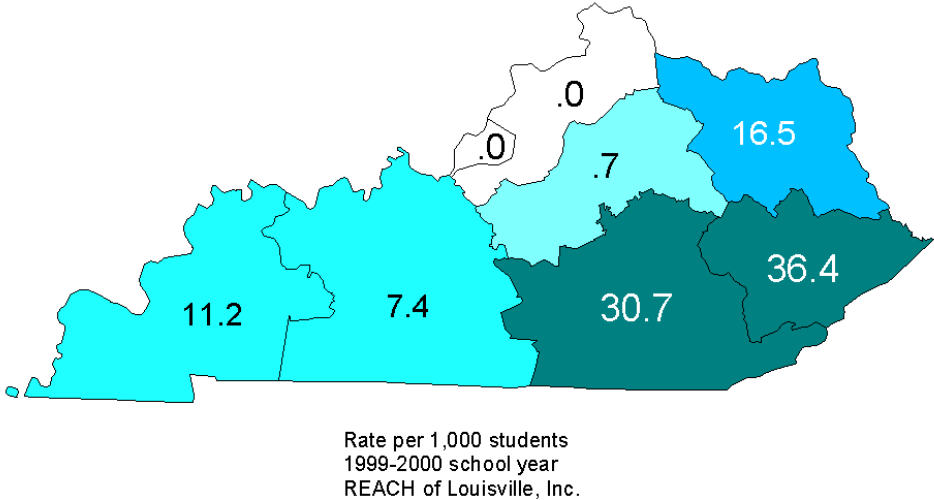
Alternative Placements for Board Violations
Elementary Schools

Figure 5



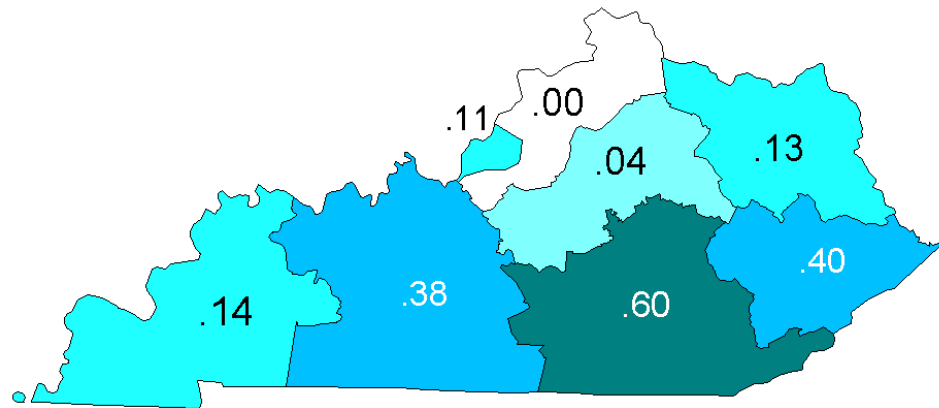
Corporal Punishments for Board Violations
Elementary Schools

Figure 6



Alternative Placements for Law Violations Elementary Schools

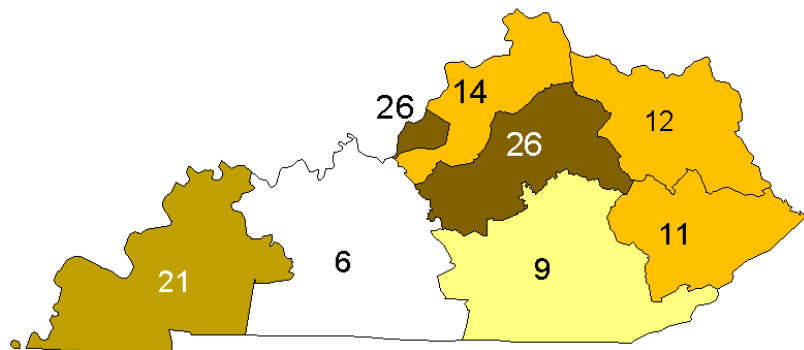
Figure 7



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Law Violations Middle Schools

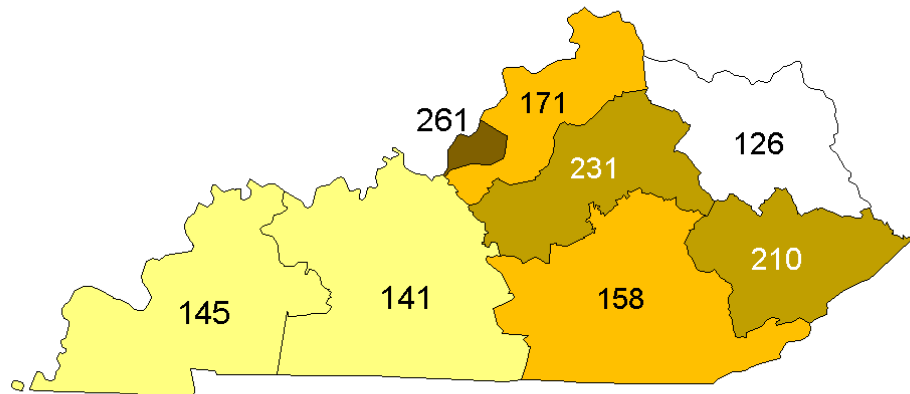
Figure 8



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations Middle Schools

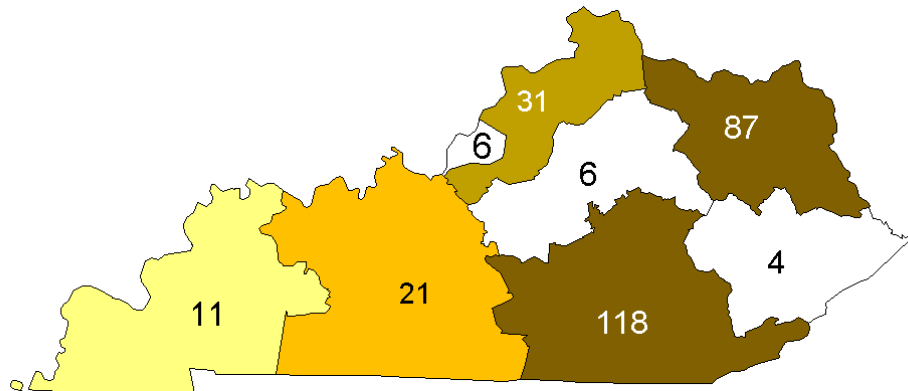
Figure 9



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Alternative Placements for Board Violations Middle Schools

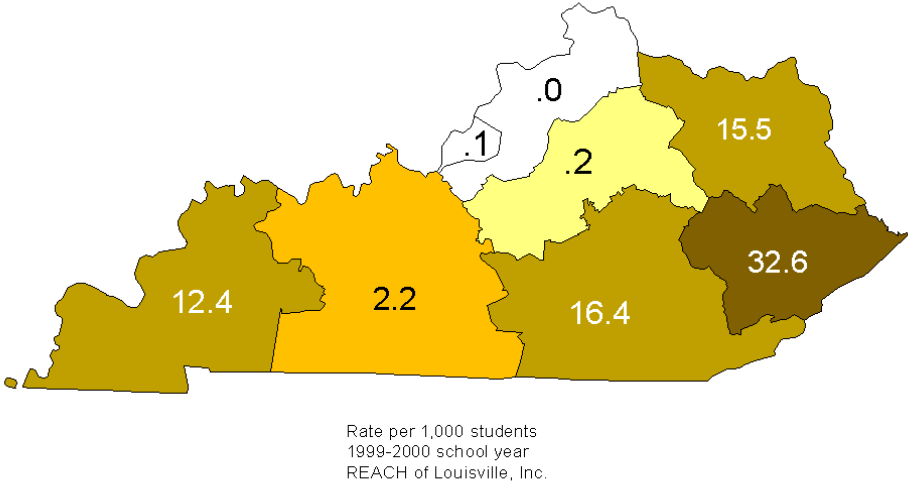
Figure 10



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

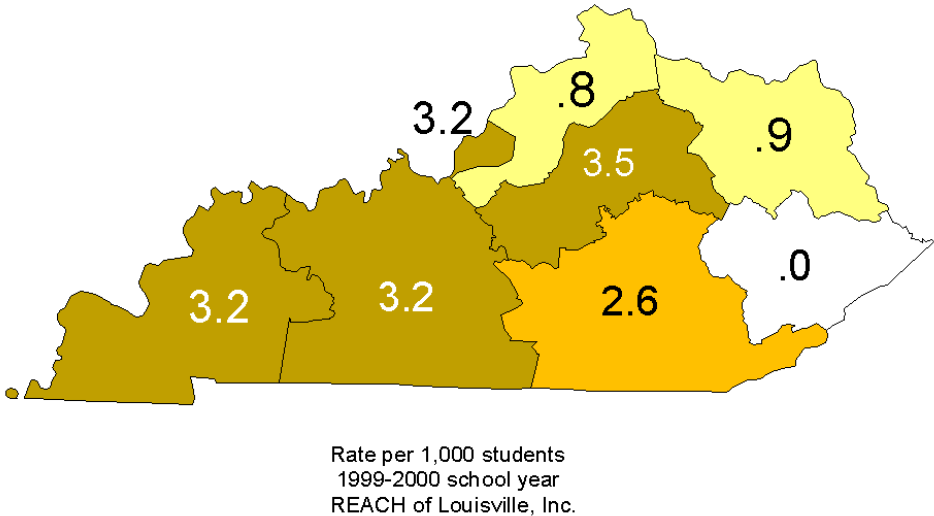
Corporal Punishments for Board Violations Middle Schools

Figure 11



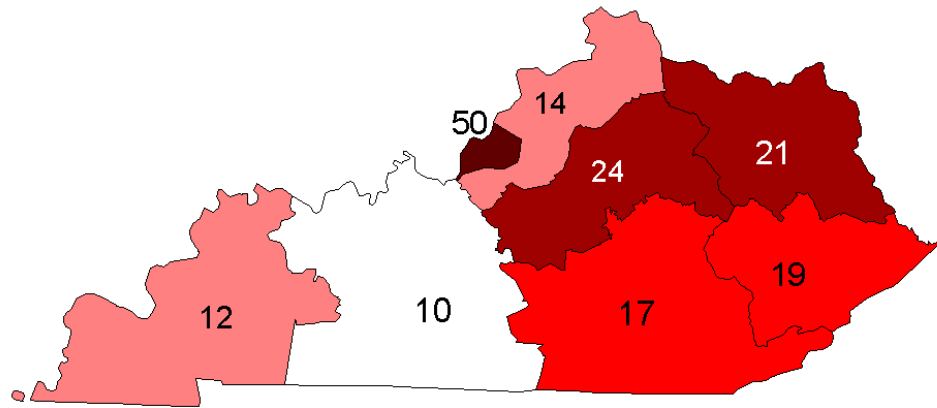
Alternative Placements for Law Violations Middle Schools

Figure 12



Suspensions for Law Violations High Schools

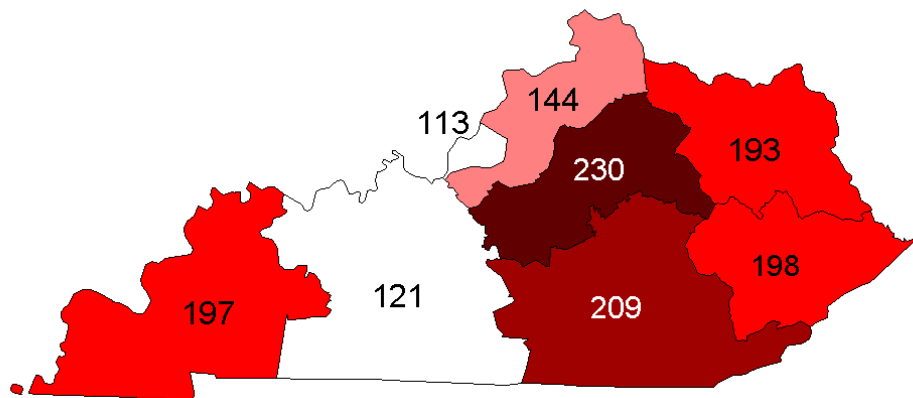
Figure 13



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations High Schools

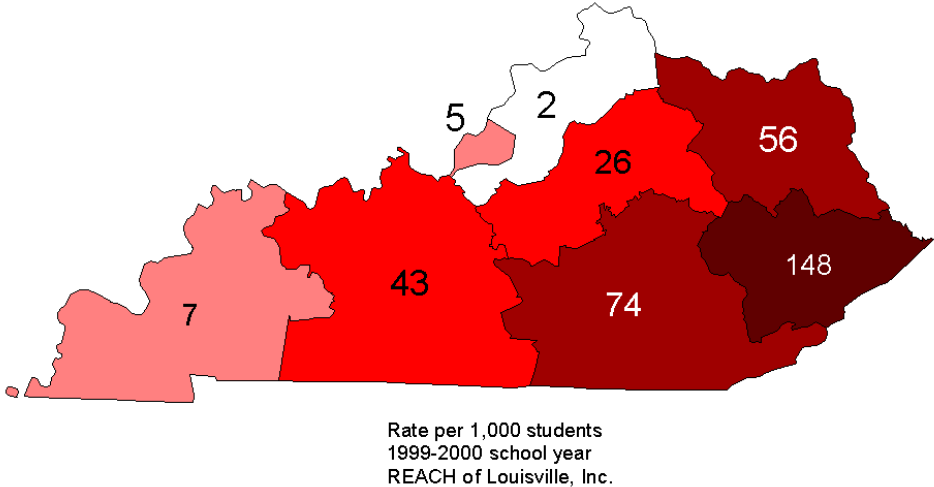
Figure 14



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

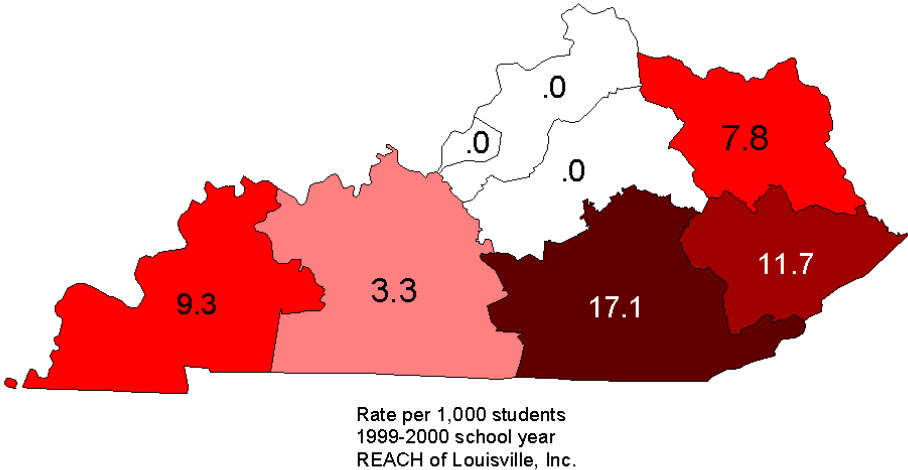
Alternative Placements for Board Violations High Schools

Figure 15



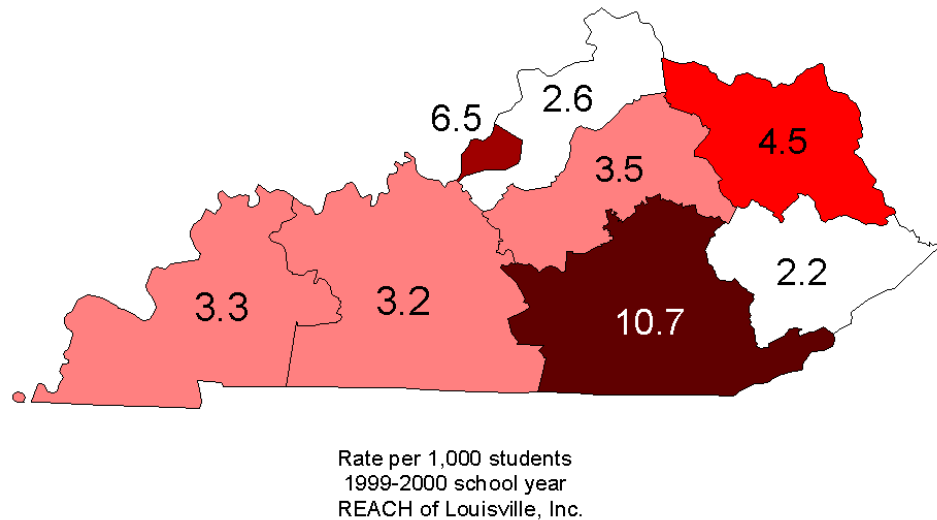
Corporal Punishments for Board Violations High Schools

Figure 16



Alternative Placements for Law Violations High Schools

Figure 17



Reviewing the findings shown in these maps in general terms, some regional differences worthy of examination appear to emerge. These include:

- ❑ **Suspensions for Law Violations:** This disciplinary action is less frequent at the elementary level, most prominent in Jefferson County (including Louisville) and central Kentucky (which includes Lexington) at the middle school level, and highest in Jefferson County at the high school level. The maps consistently show Region 2 (west central) as having the lowest numbers.
- ❑ **Suspensions for Board Violation:** This disciplinary action is dramatically higher in incidence in southeastern Kentucky at the elementary level, most frequent in Jefferson County, central Kentucky, and southeastern Kentucky at the middle school level, and much more prominent in central and eastern Kentucky at the high school level. Notably, Jefferson County has the highest rate at the middle school level, but the lowest at the high school level.
- ❑ **Alternative Placement:** This disciplinary action is much more common in eastern Kentucky across all three school levels.
- ❑ **Corporal punishment:** This disciplinary action is much more common in eastern Kentucky, but virtually non-existent in Jefferson County,

central Kentucky, and northern Kentucky (possibly due to school policy prohibitions).

Summary

- ❑ **There are significant differences across the grade levels in terms of the general frequency of disciplinary actions, with middle and high schools much more likely to employ these actions.**
- ❑ **Expulsion occurs at very low rates and primarily at the secondary level. Suspension and alternative placement are the most commonly employed approaches, occurring primarily at the middle and high school levels. Corporal punishment is most common at the elementary level, but is also employed at the secondary level.**
- ❑ **Within school levels, there are significant differences across regions of the state in frequency of disciplinary actions.**
- ❑ **Some of these regional differences are noteworthy:**
 - **Jefferson County has the highest rate of suspensions for law violations at the high school level, but among the lowest at the elementary school level.**
 - **Jefferson County and central Kentucky have the highest rates of suspensions for board violations at the middle school level, but Jefferson County is among the lowest at the elementary and high school levels.**
 - **Students in southeastern and central Kentucky are much more likely to be suspended for board violations.**
 - **Alternative educational placements are used extensively in eastern Kentucky, as compared to other regions of the state.**
 - **Corporal punishment is used extensively in eastern Kentucky, but it is virtually non-existent in Jefferson County, northern Kentucky, and central Kentucky.**

Gender, Law and Board Violations, Disciplinary Consequences and Victimization

This section reports on the proportion of male and female students seen in offender and victim data, and the school disciplinary actions associated with these events.

Demographic variables such as gender and racial composition have been widely used in educational research. Many educational outcomes are known to be influenced by gender and race. School achievement, for example, varies by ethnic group, so it is important to not merely look at the average scores for a group of students, but rather to determine if all students within that group are achieving at the same level. Results can then be reported in terms of important sub-groupings. When there are significant differences in how students respond to instruction (by gender, race, or other groupings), alterations may be required in the instructional methodology to insure equity of educational opportunity.

Gender and racial composition are related to educational outcomes not because they have clear meaning by themselves, but because they can serve as broad substitute categories for a range of relevant variables. Such general, encompassing categories are called “proxies” by researchers. For example, gender may be a proxy for differences in development, social and cultural values regarding behavior, and expectations for performance. Similarly, racial composition may (in some communities) be a proxy for differences in living conditions, socioeconomic status, access to educational opportunity, and sub-cultural norms for behavior.

In order to more fully understand the Kentucky school safety data, then, it is important to describe the data in relation to gender and racial characteristics.

This section summarizes student gender characteristics for the 1999-2000 school year and then examines its relationship with school misbehavior and violence. The following section does the same with racial characteristics and district composition.

What are the Gender-Related Characteristics of Kentucky Students by Grade Level? Are There School Districts Where Gender Imbalance is Especially Notable?

For the purposes of the analyses that follow, we use KDE data for 176 Kentucky school districts, excluding the Kentucky Schools for the Blind and Deaf, and the Model Laboratory School. 171 school districts have buildings that go through 12th

GRADE	STUDENTS	MALES	FEMALES
Entry Level	46,122	52.1%	47.9%
P	150,788	51.8%	48.2%
4	49,252	51.3%	48.7%
5	48,022	51.6%	48.4%
6	46,806	51.4%	48.6%
7	47,773	51.3%	48.7%
8	47,075	51.7%	48.3%
9	52,214	52.8%	47.2%
10	44,264	50.4%	49.6%
11	40,170	49.6%	50.4%
12	37,118	48.7%	51.3%
Spec.Ed.	6,313	71.1%	28.9%
TOTAL	615,917	51.5%	48.5%

Table 1: Kentucky Student Population by Gender

grade, and the five remaining districts go through grade 8. As can be seen, until grade 10, the relative proportion of males to females is not equal. Somewhat surprisingly, through grade 10 boys are seen in greater numbers than girls.

This apparent gender imbalance is especially noticeable in a few school districts, as shown below.

School District	Males	Females
Beechwood Independent	58.68%	41.32%
Science Hill Independent	57.21%	42.79%
Cloverport Independent	56.83%	43.17%
Danville Independent	55.98%	44.02%
Pikeville Independent	55.58%	44.42%
Owlsley County	55.58%	44.42%
Frankfort Independent	55.57%	44.43%
Gallatin County	49.10%	50.90%
Woodford County	48.70%	51.30%
Todd County	48.59%	51.41%
Elliott County	48.44%	51.56%
Augusta Independent	47.84%	52.16%

Table 2: Districts with Notable Gender Imbalances

When viewed from a regional perspective, gender imbalances appear to be evenly distributed across educational service regions, as shown below in **Table 3**.

Region	Gender Imbalance
1- West	+5.15% males
2 – West Central	+6.80 males
3 – Jefferson	+4.49 males
4 – North	+7.99 males
5 - Central	+6.01 males
6 – South Central	+5.64 males
7 – Northeast	+7.52 males
8 - Southeast	+9.12 males

Table 3: Regional Comparison of Gender Imbalance

Some reasons for gender imbalances may include that: (1) families who live in counties where they can choose to send their child to the independent school or the county school may disproportionately send their male children to the independent district; and, (2) boys are more likely to experience school difficulties that result in retention, resulting in an overall disproportion through the early years of high school, at which point they are more likely to drop out (resulting in the reversed disproportion in grade 11).

What are the Statewide Rates of Disciplinary Consequences for Law and Board Violations, by Gender?

The graph below (**Figure 18**) shows the statewide rates (by gender) for various disciplinary consequences for both law and board violations, including: (1) expulsions with educational services; (2) expulsions without educational services; (3) suspensions; (4) alternative placements; and, (5) corporal punishment. It can be seen that males are much more likely to receive such consequences across all categories.

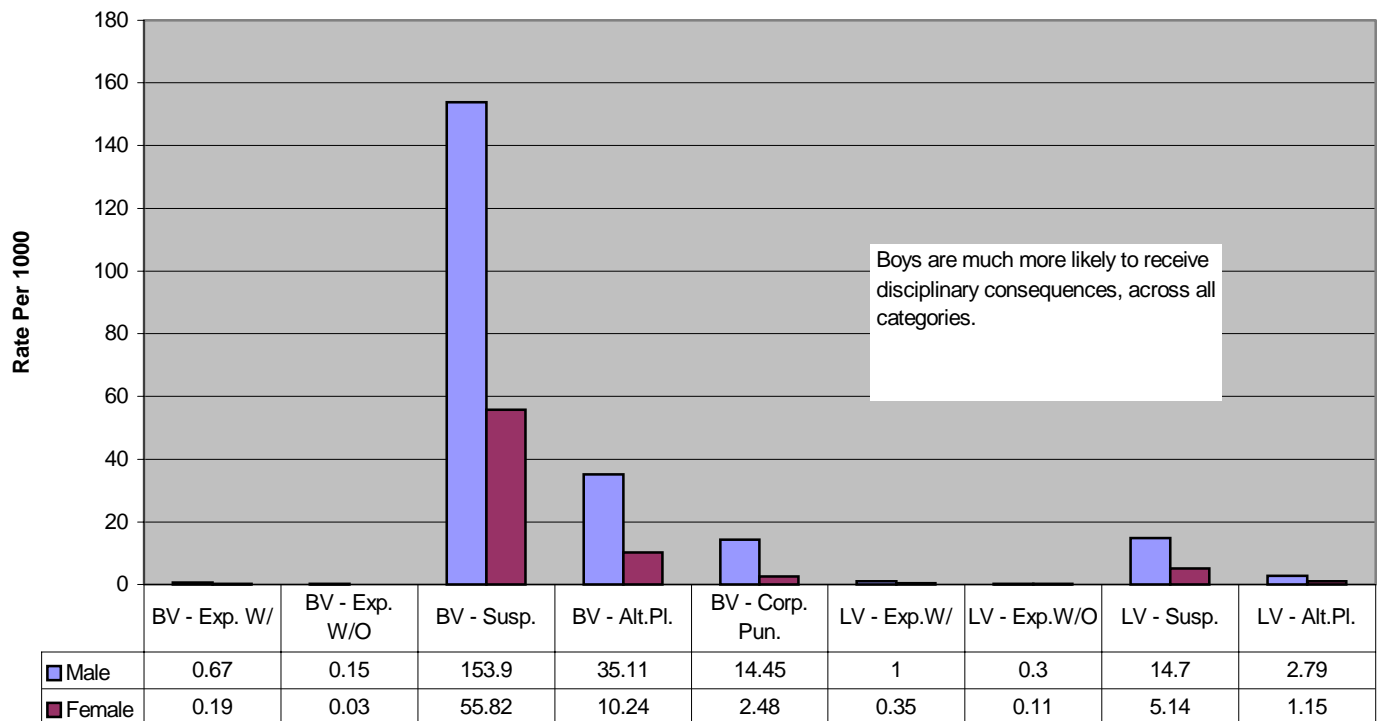


Figure 18: Statewide Rates of Disciplinary Consequences by Gender

Are Law and Board Violations Proportionate to Gender? Are Districts with Gender Imbalances That Favor Boys More Prone to Violations?

Consistent with national data on school violence and misbehavior, and with the overwhelming research base on child development and behavior, there is substantial gender disproportion in both law and board violations. Figure 19, below, shows that while males represent 51.5% of the school population, they account for 73.2% of offenders within Kentucky during 1999-2000. These data are consistent with research literature that suggests determinants such as male developmental discontinuity (slowness to develop), propensity to aggression, and social and cultural influences.

An interesting sub-question is whether school districts that have gender imbalances are more (or less) disproportionate in law and board violations. Might there be something about having gender imbalances in a given school district that is related to the greater likelihood of boys being offenders, rather than merely gender-related differences?

No such correlation was found. **That is, having a significant gender imbalance in a given district, in and of itself, does not appear to have any relationship to the rate of law and board violations at the district level.**

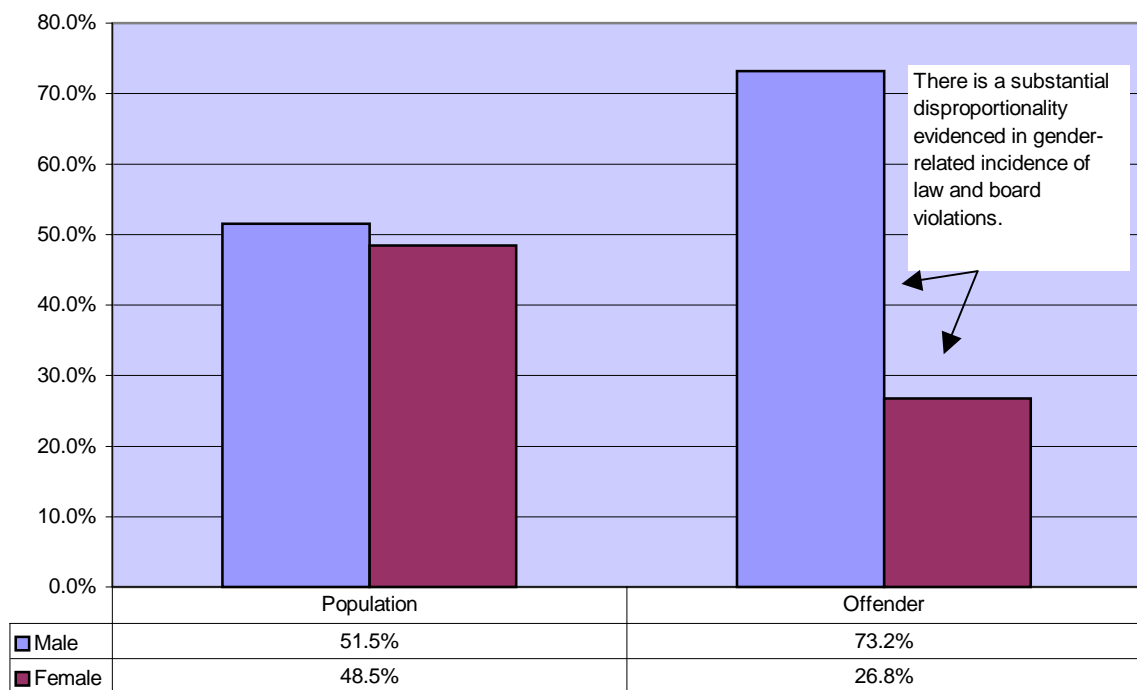


Figure 19: Comparison by Gender of Offenders with the School Population

Are Victim Data Proportionate to Gender?

Figure 20, immediately below, was provided in Report 1. It delineates school-reported data about the victims of school misbehavior and violence. Similar to the offender data reported earlier, the victim data shown below are organized in terms of race and gender.

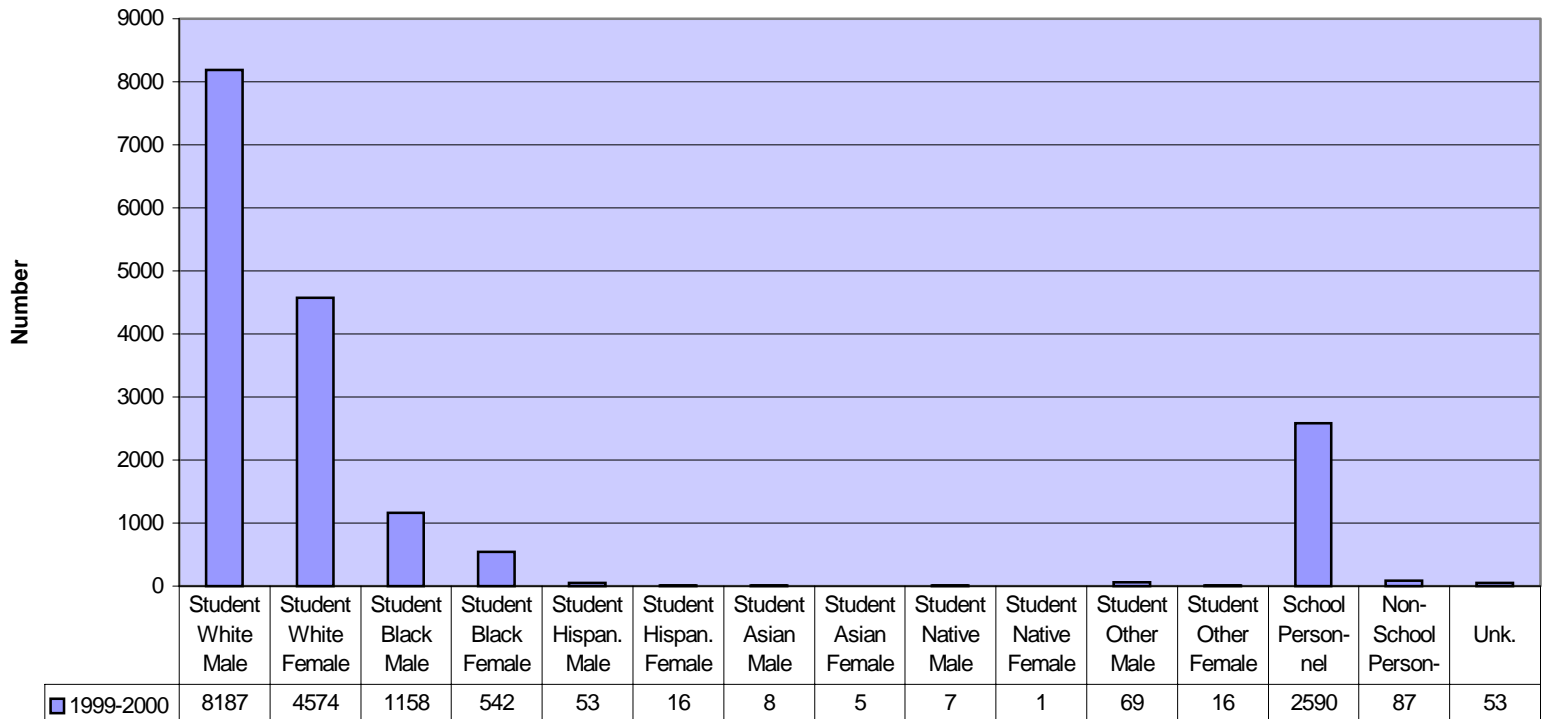


Figure 20: Number of Victims of School Law and Board Policy Violations

Victim: An individual who is the object of an incident of prohibited act or behavior, reported to a school official or law enforcement agency.

School personnel: An employee of the school system or individual providing services to the school (contracted or unpaid); includes teachers, administrators, and other school staff members such as support staff, bus drivers, maintenance workers, school-based law enforcement officers, and volunteers.

Non-school personnel: An individual who was neither a student nor school personnel for the school reporting the incident.

To facilitate comparison with student population data, the graph below (**Figure 21**) shows the distribution of students by gender in the general population, as well as the distribution of student victims of law and board violations by gender. **Consistent with the data shown earlier, it can be seen that males substantially outnumber females, although not to the degree shown in the offender data.**

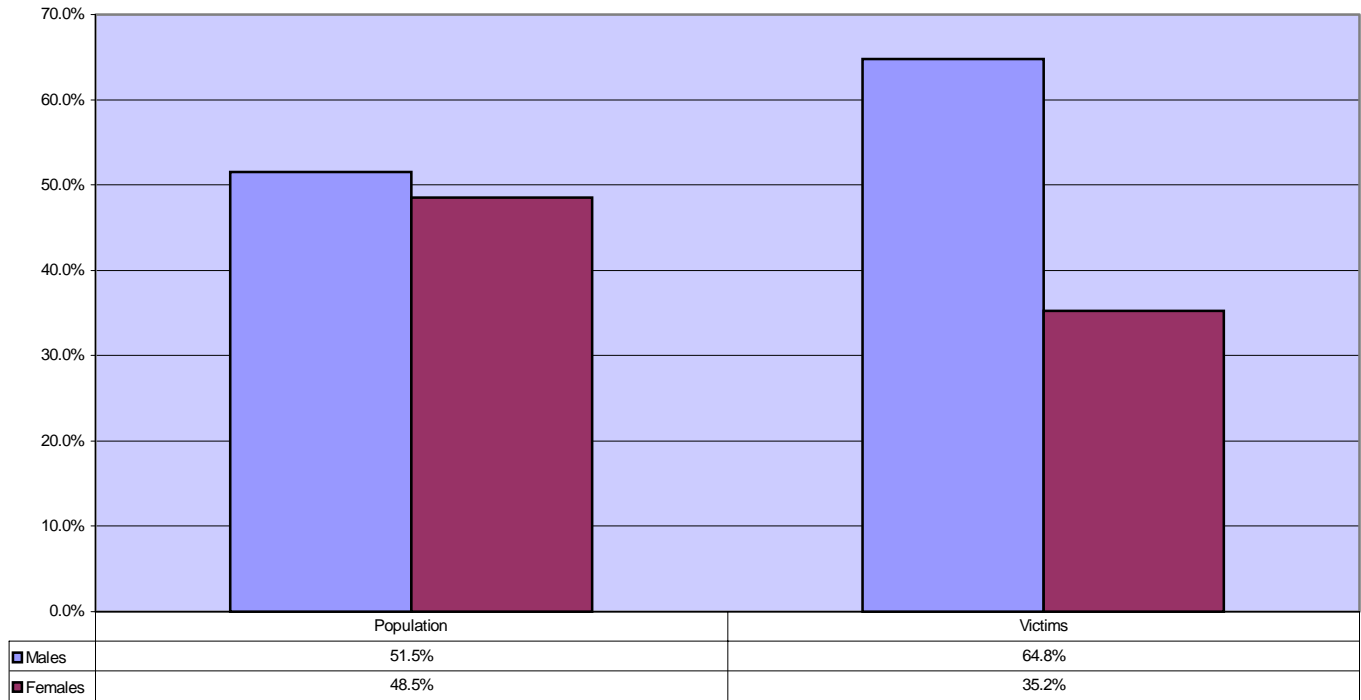


Figure 21: Relationship Between Gender and Victimization

Summary

- ❑ Boys outnumber girls in Kentucky's schools to a significant extent - 51.5% to 48.5% overall.
- ❑ There are substantial district-level differences with regard to gender in Kentucky, particularly in a number of independent school districts.
- ❑ The relative proportion of law and board violations between the genders is highly disproportionate. 73.2% of student offenders are male.
- ❑ Victim data are also disproportionate, although not to the same extent. 64.8% of all student victims of law and board violations are male.
- ❑ It appears that the differences seen are primarily attributable to gender, as opposed to the characteristics of districts where gender imbalances are found. There is no correlation between gender imbalance and incidence of violations.

Student Racial Characteristics, Incidence of Law and Board Violations, and Disciplinary Consequences

This section reports on law and board violations in the context of student racial characteristics and district-level racial composition.

In May, 2000, the United States Department of Education's Office of Civil Rights published data from the Elementary and Secondary Schools Civil Rights Compliance Report. Preliminary findings indicated that school suspensions continue to increase (partly in response to the adoption of "zero tolerance" policies, but that there is a disparity in student suspension rates nationally by race. In 1997, black male students represented approximately 17% of students in public schools, but 32% of all students suspended. African American students were found to be suspended at roughly 2.3 times the rate of whites nationally.

Numerous state and local studies have further documented this trend. For example, in Maryland African Americans constitute 36% of the school population, but constitute 54% of the state's 1998 school suspensions. African American and

Latino youth comprised 54% of the expelled youth in Massachusetts in 1997. According to data from the Applied Research Center, the Phoenix (AZ) Union High School District suspends or expels African American students at a rate 22 times higher than white students. In Austin (TX) the rate was 4 times higher, in San Francisco 3.7 times higher, and in Denver 3.2 times higher. Other cities investigated suspended or expelled black students at between 1.4 and 2.8 times the rate of white students

These national concerns place the analysis of Kentucky data on race and school discipline in context. Prior to examining Kentucky's incidence and rate data, the racial characteristics of Kentucky students and the racial composition of Kentucky school districts are considered.

What are the Racial Characteristics of Kentucky Students? To What Extent is There Variability Across Kentucky School Districts in Regard to the Percent of Non-White Students?

Overall, the preponderance of Kentucky students are white (87.6%). Approximately 10.0% of Kentucky's students are African-American, and a very small proportion (2.4%) are of other ethnic groups (Asian-American, Hispanic-American). **Table 4** below shows gender broken down by racial characteristics.

	MALE	%	FEMALE	%	TOTAL
WHITE	278,596	87.8	261,102	87.5	539,698
BLACK	31,341	9.9	30,229	10.1	61,570
OTHER	7,521	2.3	7,128	2.4	14,649
TOTAL	317,458	100.0	298,459	100.0	615,917

Table 4: Student Racial Characteristics by Gender

Further analysis of these data shows considerable disproportion across school districts in terms of the percent of non-white students. **Table 5** (below) portrays some examples of this variability.

SCHOOL DISTRICT	Non-White
Fulton Independent	52.75%
Paducah Independent	52.60%
Christian County	39.24%
Jefferson County	37.74%
Mayfield Independent	33.04%
Danville Independent	32.68%
Bowling Green Independent	31.91%
Fulton County	29.81%
Fayette County	29.39%
Paris Independent	27.69%
Russellville Independent	27.65%
Providence Independent	26.38%
Bardstown Independent	26.17%
15 districts	14.1% to 21.80%
22 districts	6.8% to 13.7%
126 districts	0 to 5.6%

Table 5: Racial Composition of Kentucky School Districts

When displayed on a regional basis, the racial composition of Kentucky school districts is seen to vary widely (see **Table 6** below).

Region	Non-White
1- West	13.9%
2 – West Central	10.3%
3 – Jefferson	37.6%
4 – North	5.1%
5 - Central	15.2%
6 – South Central	3.0%
7 – Northeast	2.2%
8 - Southeast	1.1%

Table 6: Racial Composition of Kentucky School Districts

Are Law and Board Violations Proportionate to Racial Characteristics Among Kentucky School Students?

When the racial characteristics of students who commit law or board violations are examined, it can be seen that a small (but statistically significant) difference emerges. Black students appear more likely to be identified as offenders than would be predicted by their representation in the school population (see **Figure 22 below**). These differences are much smaller than those reported in some areas of the country, but are nonetheless of concern.

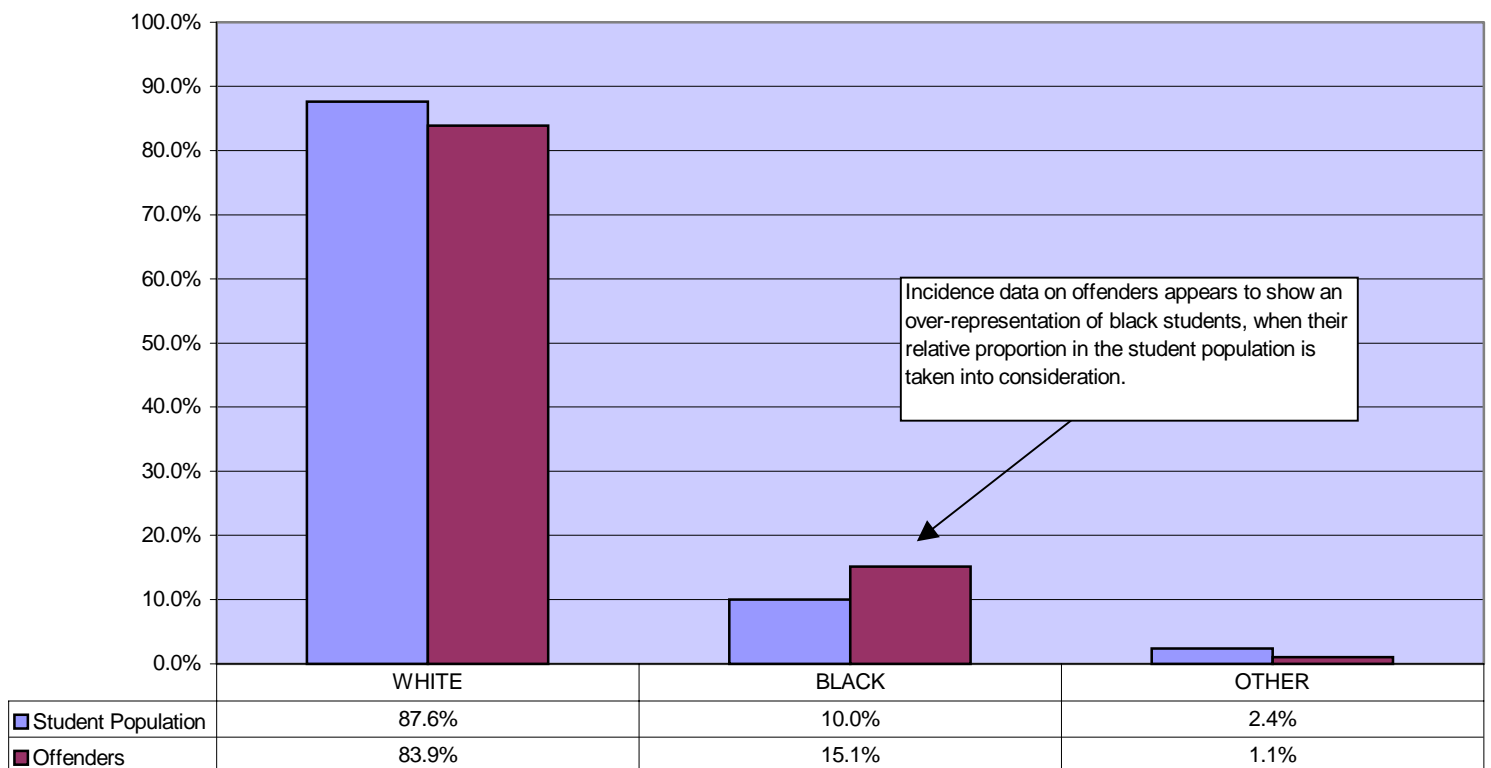


Figure 22: Relationship Between Race and Offender Data

Calculated another way, the number of incidents divided by the number of students yields a ratio for white students of 6.45, whereas the ratio for black students is 10.17. Overall, then, the rate for black students is 1.58 times higher than for white students. (Notably, this is a global rate for all incidences, not for specific disciplinary actions)

As noted in the introduction to this section, proportionate disparities between black and white student offenders is not unique to Kentucky. **However, to the extent that racial composition is a “proxy” for a range of social and living conditions, the disproportion may also be viewed in the context of known relationships between school violence and social conditions.** The text box below provides a useful, research-based, discussion of the inter-relationships between race, school violence, and disciplinary consequences.

The Relationship Between School Violence and Social Conditions

“Violent behavior is the product of the interaction between individual development and social contexts (e.g., the family, school and neighborhood). Within a certain area, factors such as low socioeconomic status, high population turnover, race and ethnicity, and high housing density are strong predictors of violence. These conditions lower a neighborhood's capacity for social organization and its ability to exert informal social control. Low socioeconomic conditions do not have a simple direct effect on neighborhood violence. However, residents living in low-income neighborhoods tend to experience more difficulty establishing the formal and informal social ties within the community necessary to control crime and violence.

Neighborhoods characterized predominately by single-parent households tend to have fewer social resources and networks necessary for developing and maintaining local institutions, and for helping parents acquire the social capital necessary in deterring children from violence and delinquency. A community's ability to use informal social controls appears to be the key to understanding local levels of violence and disorder. Child rearing and controlling adolescents' behavior in socially disorganized communities are much more difficult than in better-organized communities. Participation in formal networks such as neighborhood associations, schools, and churches tends to be lower in disorganized communities. A community is powerless to influence policy decisions that affect neighborhood conditions and thus further weaken the community when there is a lack of external ties. Without strong formal and informal social ties and networks within a neighborhood, it is unlikely that strong ties to organizations and resources outside the neighborhood will develop.

Research demonstrates how social disorganization affects neighborhood crime, however, the dynamic can also operate in the opposite direction. Violence in a community can change the population composition of a neighborhood, increasing social disorganization. **Although not a simple relationship, the strongest predictors for school violence rates are local neighborhood crime rates. Research suggests that school violence is also influenced by school policies regarding discipline, security, and dropping out, and by small group interactions that develop within the school that encourage youths to respond violently to routine provocations.”**

From: Laub, J.H., & Lauritsen, J.L. (1998). The Interdependence of School Violence with Neighborhood and Family Conditions. In D.S. Elliott, B. Hamburg, & K.R. Williams (Editors), *Violence in American Schools: A New Perspective*, (pp.127-155). New York, NY: Cambridge University Press.

What are the Rates for Various Disciplinary Consequences by Race?

The graph below (**Figure 23**) shows the rates at which various disciplinary consequences are administered (statewide) for both law and board violations, by racial group. Rates are calculated by dividing the number of instances by the number of students in that racial group. **These calculations are more specific than the earlier rates, which considered all incidents taken together and did not consider the consequence.** Only suspensions, alternative placements, and corporal punishment are included, and for only white, black, and Hispanic students, due to the extremely low numbers in the other categories.

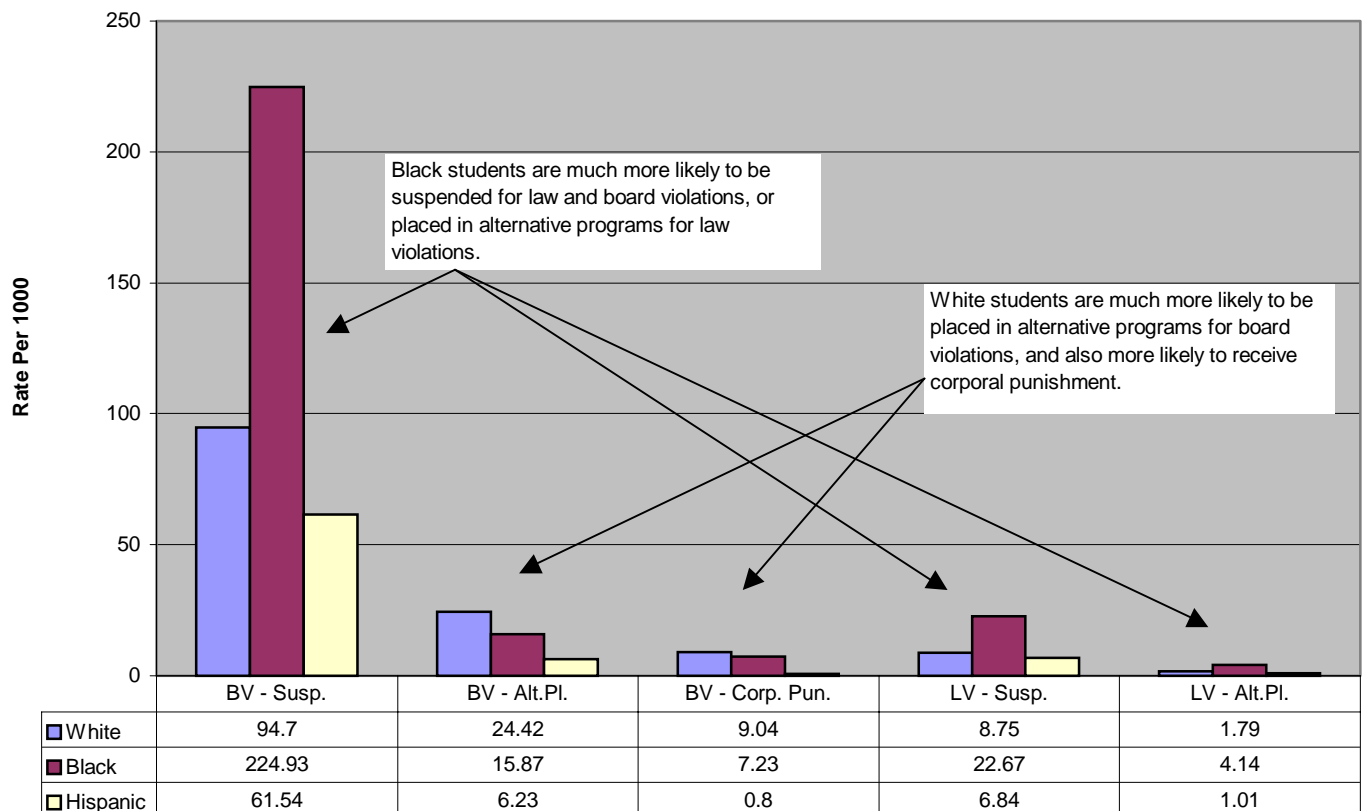


Figure 23: Disciplinary Rates by Ethnic Group

As can be seen, black students are about 2 ½ times more likely to be suspended for board and law violations than white students (ratios of 2.38

and 2.59, respectively). Hispanic students evidence the lowest disciplinary rates, uniformly.

The table below shows raw data by racial group for expulsions, by region and in comparison to enrollment. Rates are not shown, due to the small number of incidents.

Region	White	Black	Other	Enroll.-W	Enroll.-B	Enroll.-O
1	215	46	4	60,086	8,408	1,260
2	93	13	0	85,111	6,977	2,838
3	0	0	0	55,880	29,396	4,244
4	80	4	0	83,416	2,738	1,755
5	75	8	1	80,459	11,265	3,183
6	62	2	0	86,525	1,826	842
7	46	1	0	45,747	670	354
8	40	0	0	42,474	290	173

Table 7: Expulsions by Race and Region

Are Victim Data Proportionate to Race?

Figure 24, on the following page, examines the relationship between racial characteristics and school-reported data on the victims of school misbehavior and violence.

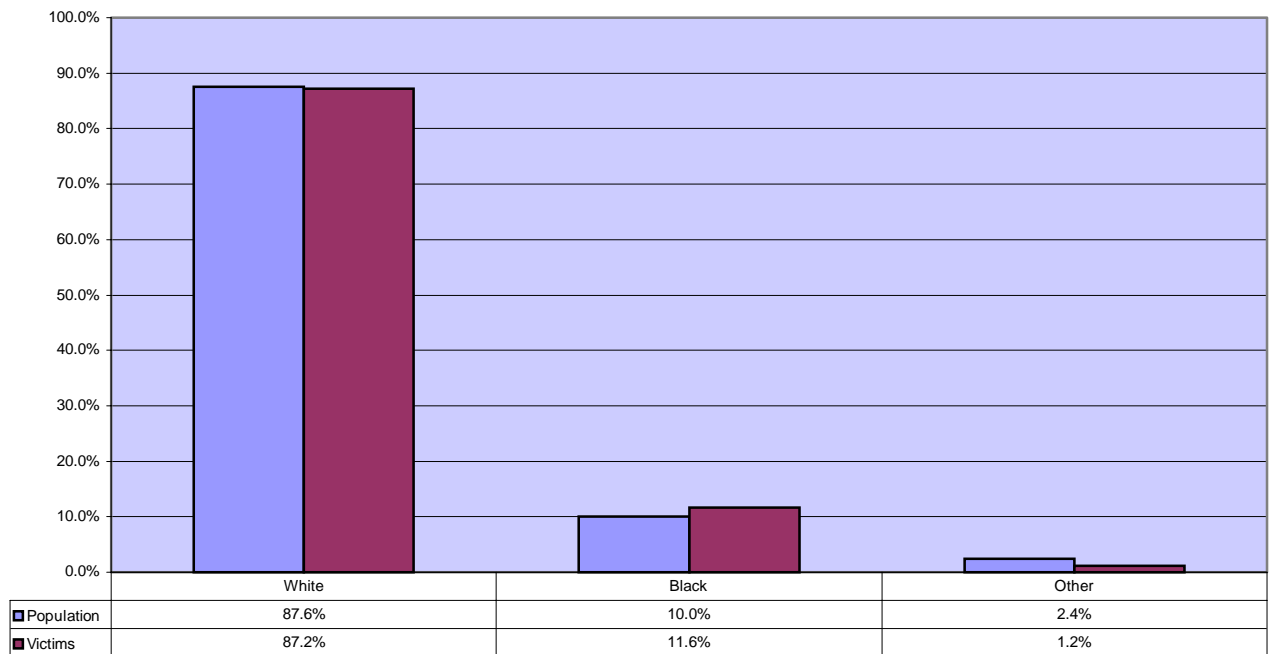


FIGURE 24: RELATIONSHIP BETWEEN RACE AND STUDENT VICTIMIZATION

It can be seen that the disproportion is small, especially in comparison to the offender data set discussed previously.

What is the Correlation Between School District
 Racial Composition and Problem Behavior? Is
 School District Racial Composition Correlated with
 Law and Board Violation Rates? Is it Correlated
 with Other Common School Performance
 Measures?

An intriguing exploratory question is whether the racial composition of a given school district might predict anything about the rates for law and board violations within that district. Such a correlation could provide clues as to the underlying complex of variables that could give rise to the differences seen in offender data in relation to race.

Table 8, below, shows correlation coefficients for district racial composition (defined for this analysis as the percent of non-white students enrolled) in relation to rates of law and board violations. **Neither is statistically significant. Thus, the percent of non-**

white students in a given school district, in and of itself, does not appear to correlate with district-level rates of law or board violations.

	N	Pearson Correlation
Law violation rate	171	.027
Board violation rate	171	.126

TABLE 8: RELATIONSHIP BETWEEN DISTRICT RACIAL COMPOSITION AND VIOLATION RATES

Simple correlations were also computed with some other common school performance measures, such as % receiving free and reduced school lunch (a measure of socio-economic status), average daily attendance, and school year 2000 CATS scores. **In addition to not experiencing more law and board violations, school districts that have higher concentrations of minority students also do not appear to be more prone to lower socio-economic conditions, lower attendance rates, or lower overall school performance.**

Summary

- ❑ Examination of the incidence of law and board violations in relation to race is important due to national concern about disproportionate disciplinary consequences for African American students.
- ❑ These data may also shed light on social and living conditions that can contribute to school misbehavior and violence.
- ❑ There is a small disproportion noted between white and black student incidents (83.9% vs. 15.1%), as compared with their representation in the student population (87.6% vs. 10.0%). Black students are 1.58 times more likely than white students to be categorized as an offender based on participation in a law or board violation. This disproportion is less apparent in regard to student victimization than was noted in offender data (87.2% vs. 11.6%).
- ❑ When these global data are broken down more specifically, however, the disparity becomes more apparent. Black students are much more likely to be suspended for law and board violations. White students are more likely to be placed in alternative settings for board violations, or to receive corporal punishment. There is insufficient data to reliably compare expulsion rates across race.
- ❑ The percent of non-white students in a given school district does not appear to correlate with district-level rates of law or board violations.

Law and Board Violation Rates in Relationship with Attendance, Drop-Out, Socio-Economic Status, and Overall School Performance

This section examines the relationships between four common educational variables (socio-economic status, school attendance, overall school performance, and drop-out rate) and incidence data on law and board violations. It emphasizes understanding these relationships in the context of theory-building about school violence and misbehavior.

This brief section of the report is the most exploratory, speculative and theoretical. Its goal is to further illuminate complex relationships in the data. It is not possible to demonstrate that one or more of the variables under examination predicts or “causes” another in any direct way. Rather, this exploration can lead to a fuller understanding of the data, and contribute to theory building about school safety, which in turn, can inform program planning.

Understanding how incidence data relate to other key variables can provide clues about how to plan and evaluate school safety programs. On a broader level, these preliminary analyses may contribute to the emerging evaluation research literature on school safety. Thus, the data in this section are not presented as definitive or as proof of any theory

about school misbehavior and violence, but rather in the service of theory-building. (more extensive statistical analyses, including multivariate studies, have been completed but are not presented in this report).

Simple Correlations

The below graphic (**Figure 25**) shows the simple correlations (at the school district level) between these four variables and the board violation rate. (**Law violations are not shown because they are uncorrelated with either board violations or these four variables – an interesting finding by itself**). All of the correlations shown below are statistically significant.

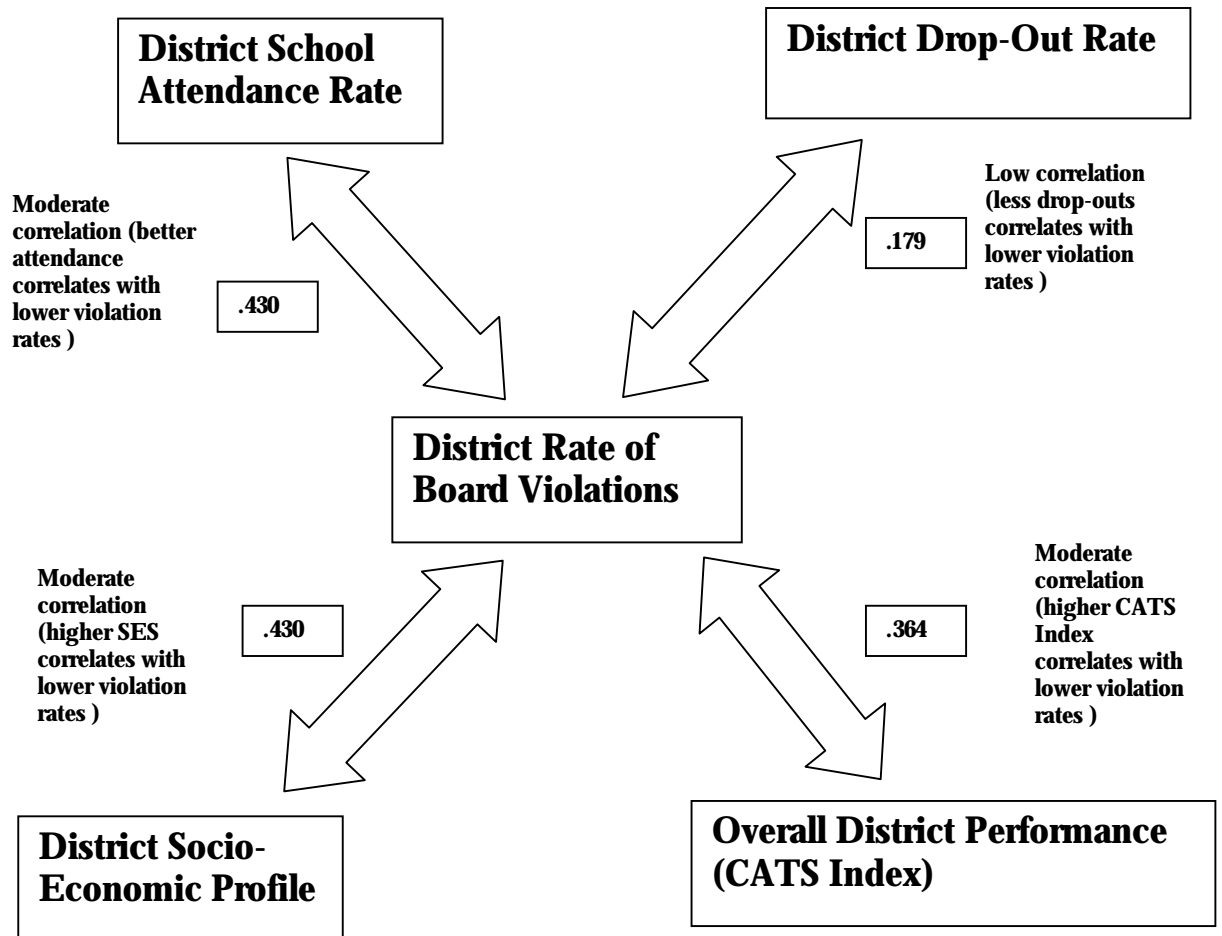


Figure 25: Simple Correlations Among Measures of School Performance

It is important to note that all of these correlations co-vary in the direction suggested by current theories of educational intervention (including Kentucky's education reform initiative).

- ❑ Districts with higher overall school performance scores tend to have lower board violation rates.**
- ❑ Districts with higher school attendance rates tend to have lower board violation rates.**
- ❑ Districts with lower dropout rates tend to have lower board violation rates.**
- ❑ Districts with lower levels of economic disadvantage tend to have lower board violation rates.**

While one needs to exercise caution by not assuming that this proves a “cause and effect” relationship between these variables, the results are certainly encouraging from the perspective of theory-building and intervention planning. Clearly, all of these factors are inter-related and probably interactive. Efforts to improve school safety are likely to interact in positive ways with overall school performance, in the same sense that efforts to improve school achievement may influence rates of misbehavior in positive directions.

Summary

- ❑ School misbehavior and violence, as measured by law and board violations, appears to have a complex relationship with other district-level measures of school performance.**
- ❑ District-level rates of law violations are not correlated with board violations. This implies that law and board violations reflect divergent categories or types of behavior. Districts that have high law violation rates do not necessarily have high board violation rates, and vice versa.**
- ❑ District level rates of law violations are also not correlated with common school performance measures (e.g., overall school performance, attendance). This finding suggests that there may be other variables (non-school related) that underlie law violation rates at the district level (see inset in Section 4 on the influence of extra-school variables).**
- ❑ On the other hand, district-level rates of board violations are moderately correlated with three common school performance measures (overall school performance and attendance) and a measure of socio-economic status (percent who receive free and reduced lunch). Rates of Board**

violations are also somewhat correlated with district drop-out rates. These correlations do not prove that one variable “causes” the other, but rather that they co-vary and interact. Thus, low achievement may be a precursor to school misbehavior, but it may also be true that misbehavior contributes to poor overall school performance.

- These interesting correlations have implications for program planning. They lend support to the proposition that efforts to promote school safety can facilitate school achievement, just as efforts to promote achievement can lead to more safe schools.**
- The finding that law violations are unconnected to school performance measures appears to argue for school-, neighborhood-, and community-level interventions to reduce law violations.**

APPENDIX A: REGIONAL NORMS

REGIONAL INCIDENCE TABLES FOR VIOLATIONS AND DISCIPLINARY ACTIONS BY SCHOOL LEVEL

The tables that follow contain regional normative data for incidence of law and board violations, and for the disciplinary consequences associated with these violations. By entering these tables, a district can determine the rate per 1000 students of violations and consequences in comparable settings. A particular school district's rates can then be calculated and compared to the regional rate. These data will become especially useful when district-level data become available in Report #3.

The tables are organized in three configurations, to reflect different grade level patterns in school buildings, as follows:

- ❑ **All Schools** = all school buildings irrespective of grade level groupings, broken down by elementary, middle, and high school.
- ❑ **Standard Grade Groups** = elementary through Grade 5, middle through Grade 8, and high school from 9 to 12.
- ❑ **Other Common Grade Groupings** = elementary to Grade 6, elementary to Grade 8, and high school Grades 7 to 12.

Thus, the first category is inclusive of all school buildings, but the second and third are sub-sets.

Region 1 – All Schools

Characteristic	Total	School Level					
		Elementary N= 35,784		Middle N=13,696		High N=20,753	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	27	0	.00	11	.80	16	.77
2. Larceny-Theft	55	27	.75	10	.73	18	.87
3. Weapons-Handgun	3	0	.00	1	.07	2	.10
4. Weapons-Rifle	5	0	.00	0	.00	5	.24
5. Weapons-Other Firearms	1	0	.00	1	.07	0	.00
6. All Other Weapons	43	13	.36	15	1.10	15	.72
7. Drug Abuse	173	3	.08	65	4.75	105	5.06
8. Disorderly Conduct	149	2	.06	39	2.85	108	5.20
9. Simple Assault	186	6	.17	142	10.37	38	1.83
Board Policy Violations							
1. Defiance of Authority	2629	569	15.90	916	66.88	1144	55.12
2. Disturbing Class	1992	674	18.84	337	24.61	981	47.27
3. Fighting	1409	478	13.36	366	26.72	565	27.22
4. Threat-Intimidation	626	162	4.53	172	12.56	292	14.07
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	107	2	.06	37	2.70	68	3.28
2. Expulsion Without Ed. Services	15	1	.03	1	.07	13	.63
3. Suspensions	597	59	1.65	290	21.17	248	11.95
4. Alternative Placement	117	5	.14	44	3.21	68	3.28
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	158	9	.25	27	1.97	122	5.88
2. Expulsion Without Ed. Services	18	3	.08	5	.37	10	.48
3. Suspensions	7623	1542	43.09	1990	145.30	4091	197.13
4. Alternative Placement	387	88	2.46	147	10.73	152	7.32
5. Corporal Punishment	764	402	11.23	170	12.41	192	9.25

Combining all 12 demographic groups

Region 2 – All Schools

Characteristic	Total	School Level					
		Elementary N=49,702		Middle N=17,612		High N=29,650	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	4	0	.00	2	.11	2	.07
2. Larceny-Theft	60	10	.20	15	.85	35	1.18
3. Weapons-Handgun	4	2	.04	0	.00	2	.07
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	42	3	.06	12	.68	27	.91
7. Drug Abuse	265	1	.02	63	3.58	201	6.78
8. Disorderly Conduct	35	1	.02	4	.23	30	1.01
9. Simple Assault	134	31	.62	23	1.31	80	2.70
Board Policy Violations							
1. Defiance of Authority	3100	727	14.63	866	49.17	1507	50.83
2. Disturbing Class	1332	272	5.47	571	32.42	489	16.49
3. Fighting	2014	519	10.44	686	38.95	809	27.28
4. Threat-Intimidation	980	417	8.39	260	14.76	303	10.22
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	66	1	.02	10	.57	55	1.85
2. Expulsion Without Ed. Services	17	0	.00	2	.11	15	.51
3. Suspensions	415	31	.62	100	5.68	284	9.58
4. Alternative Placement	171	19	.38	56	3.18	96	3.24
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	40	3	.06	7	.40	30	1.01
2. Expulsion Without Ed. Services	7	0	.00	2	.11	5	.17
3. Suspensions	7492	1430	28.77	2479	140.76	3583	120.84
4. Alternative Placement	1993	353	7.10	361	20.50	1269	42.80
5. Corporal Punishment	506	369	7.42	39	2.21	98	3.31

Combining all 12 demographic groups

Region 3 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,010		Middle N=20,099		High N=30,111	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	60	0	.00	27	1.34	33	1.10
2. Larceny-Theft	89	0	.00	51	2.54	38	1.26
3. Weapons-Handgun	1	0	.00	0	.00	1	.03
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	8	0	.00	2	.10	6	.20
6. All Other Weapons	99	14	.30	27	1.34	58	1.93
7. Drug Abuse	461	0	.00	89	4.43	372	12.35
8. Disorderly Conduct	30	2	.04	12	.60	16	.53
9. Simple Assault	531	29	.62	276	13.73	226	7.51
Board Policy Violations							
1. Defiance of Authority	1975	89	1.89	1038	51.64	848	28.16
2. Disturbing Class	1101	44	.94	535	26.62	522	17.34
3. Fighting	2424	291	6.19	1537	76.47	596	19.79
4. Threat-Intimidation	2190	203	4.32	1387	69.01	600	19.93
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	0	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	1493	43	.91	519	25.82	1493	49.58
4. Alternative Placement	195	5	.11	64	3.18	195	6.48
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	0	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	9364	710	15.10	5246	261.01	3408	113.18
4. Alternative Placement	298	40	.85	120	5.97	138	4.58
5. Corporal Punishment	1	0	.00	1	.05	0	.00

Combining all 12 demographic groups

Region 4 – All Schools

Characteristic	Total	School Level					
		Elementary N=43,697		Middle N=18,799		High N=35,957	
		#	rate	#	rate	#	rate
Law Violations (& UCR code)							
1. Aggravated Assault	12	0	.00	0	.00	12	.33
2. Larceny-Theft	75	7	.16	26	1.38	42	1.17
3. Weapons-Handgun	3	0	.00	1	.05	2	.06
4. Weapons-Rifle	1	0	.00	0	.00	1	.03
5. Weapons-Other Firearms	1	0	.00	0	.00	1	.03
6. All Other Weapons	64	2	.05	22	1.17	40	1.11
7. Drug Abuse	265	5	.11	58	3.09	202	5.62
8. Disorderly Conduct	101	4	.09	12	.64	85	2.36
9. Simple Assault	131	29	.66	83	4.42	119	3.31
Board Policy Violations							
1. Defiance of Authority	2747	392	8.97	1109	58.99	1246	34.65
2. Disturbing Class	1139	159	3.64	423	22.50	557	15.49
3. Fighting	2292	318	7.28	1160	61.71	814	22.64
4. Threat-Intimidation	831	198	4.53	284	15.11	349	9.71
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	51	1	.02	15	.80	35	.97
2. Expulsion Without Ed. Services	16	0	.00	3	.16	13	.36
3. Suspensions	813	50	1.14	255	13.56	508	14.13
4. Alternative Placement	108	0	.00	15	.80	93	2.59
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	33	0	.00	22	1.17	11	.31
2. Expulsion Without Ed. Services	5	0	.00	4	.21	1	.03
3. Suspensions	9563	1185	27.12	3208	170.65	5170	143.78
4. Alternative Placement	648	15	.34	576	30.64	57	1.59
5. Corporal Punishment	1	1	.02	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,272		Middle N=20,880		High N=27,392	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	88	13	.28	56	2.68	19	.69
2. Larceny-Theft	63	14	.30	15	.72	34	1.24
3. Weapons-Handgun	5	0	.00	0	.00	5	.18
4. Weapons-Rifle	2	0	.00	0	.00	2	.07
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	88	13	.28	30	1.44	45	1.64
7. Drug Abuse	450	18	.38	111	5.32	321	11.72
8. Disorderly Conduct	262	16	.34	172	8.24	74	2.70
9. Simple Assault	338	87	1.84	128	6.13	123	4.49
Board Policy Violations							
1. Defiance of Authority	4594	282	5.97	1745	83.57	2567	93.71
2. Disturbing Class	1379	186	3.93	571	27.35	622	22.71
3. Fighting	2429	322	6.81	1262	60.44	845	30.85
4. Threat-Intimidation	802	261	5.52	242	11.59	299	10.92
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	77	3	.06	22	1.05	52	1.90
2. Expulsion Without Ed. Services	26	1	.02	8	.38	17	.62
3. Suspensions	1372	170	3.60	537	25.72	665	24.28
4. Alternative Placement	170	2	.04	73	3.50	95	3.47
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	7	0	.00	2	.10	5	.18
2. Expulsion Without Ed. Services	5	0	.00	2	.10	3	.11
3. Suspensions	12,202	1,083	22.91	4,828	231.23	6,291	229.67
4. Alternative Placement	938	107	2.26	132	6.32	699	25.52
5. Corporal Punishment	39	34	.72	5	.24	0	.00

Combining all 12 demographic groups

Region 6 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,007		Middle N=16,526		High N=26,009	
		#	Rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	12	0	.00	8	.48	4	.15
2. Larceny-Theft	52	16	.34	12	.73	24	.92
3. Weapons-Handgun	2	0	.00	0	.00	2	.08
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	3	1	.02	0	.00	2	.08
6. All Other Weapons	48	12	.26	10	.61	26	1.00
7. Drug Abuse	309	15	.32	50	3.03	244	9.38
8. Disorderly Conduct	192	13	.28	34	2.06	145	5.57
9. Simple Assault	276	55	1.17	36	2.18	185	7.11
Board Policy Violations							
1. Defiance of Authority	5499	1645	34.99	1333	80.66	2521	96.93
2. Disturbing Class	2838	807	17.17	1220	73.82	811	31.18
3. Fighting	2862	802	17.06	936	56.64	1124	43.22
4. Threat-Intimidation	769	217	4.62	277	16.76	275	10.57
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	52	1	.02	7	.42	44	1.69
2. Expulsion Without Ed. Services	29	0	.00	2	.12	27	1.04
3. Suspensions	672	89	1.89	140	8.47	443	17.03
4. Alternative Placement	348	28	.60	43	2.60	277	10.65
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	12	1	.02	3	.18	8	.31
2. Expulsion Without Ed. Services	18	0	.00	6	.36	12	.46
3. Suspensions	9,305	1,248	26.55	2,611	157.99	5,446	209.39
4. Alternative Placement	5,059	1,170	24.89	1,956	118.36	1,933	74.32
5. Corporal Punishment	2,157	1,441	30.66	271	16.40	445	17.11

Combining all 12 demographic groups

Region 7 – All Schools

Characteristic	Total	School Level					
		Elementary N=23,741		Middle N=9,011		High N=15,050	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	7	0	.00	0	.00	7	.47
2. Larceny-Theft	34	1	.04	6	.67	27	1.79
3. Weapons-Handgun	1	0	.00	0	.00	1	.07
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	22	2	.08	5	.55	15	1.00
7. Drug Abuse	189	0	.00	21	2.33	168	11.16
8. Disorderly Conduct	65	19	.80	34	3.77	12	.80
9. Simple Assault	173	5	.21	38	4.22	130	8.64
Board Policy Violations							
1. Defiance of Authority	2008	518	21.82	485	53.82	1005	66.78
2. Disturbing Class	1509	446	18.79	500	55.49	563	37.41
3. Fighting	1251	362	15.25	379	42.06	510	33.89
4. Threat-Intimidation	534	155	6.53	226	25.08	153	10.17
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	38	0	.00	10	1.11	28	1.86
2. Expulsion Without Ed. Services	8	0	.00	1	.11	7	.47
3. Suspensions	458	31	1.31	107	11.87	320	21.26
4. Alternative Placement	78	3	.13	8	.89	67	4.45
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	9	0	.00	2	.22	7	.47
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	4,583	542	22.83	1,137	126.18	2,904	192.96
4. Alternative Placement	2,359	734	30.92	781	86.67	844	56.08
5. Corporal Punishment	650	392	16.51	140	15.54	118	7.84

Combining all 12 demographic groups

Region 8 – All Schools

Characteristic	Total	School Level					
		Elementary N=25,151		Middle N=3,869		High N=14,511	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	7	2	.08	1	.26	4	.28
2. Larceny-Theft	18	3	.12	3	.78	12	.83
3. Weapons-Handgun	0	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	14	2	.08	2	.52	10	.69
7. Drug Abuse	216	34	1.35	36	9.30	146	10.06
8. Disorderly Conduct	14	5	.20	0	.00	9	.62
9. Simple Assault	104	13	.52	0	.00	91	6.27
Board Policy Violations							
1. Defiance of Authority	2124	748	29.74	161	41.61	1215	83.73
2. Disturbing Class	1913	654	26.00	250	64.62	1009	69.53
3. Fighting	1763	679	27.00	277	71.59	807	55.61
4. Threat-Intimidation	442	272	10.81	45	11.63	125	8.61
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	30	3	.12	4	1.03	23	1.59
2. Expulsion Without Ed. Services	17	0	.00	2	.52	15	1.03
3. Suspensions	381	58	2.31	43	11.11	280	19.30
4. Alternative Placement	42	10	.40	0	.00	32	2.21
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	10	1	.04	0	.00	9	.62
2. Expulsion Without Ed. Services	5	0	.00	0	.00	5	.34
3. Suspensions	5,385	1,695	67.39	812	209.87	2,878	198.33
4. Alternative Placement	2,522	353	14.04	16	4.14	2,153	148.37
5. Corporal Punishment	1,210	915	36.38	126	32.57	169	11.65

Combining all 12 demographic groups

Region 1 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) N=17,721		Middle (6 th – 8 th) N=8,912		High (9 th – 12 th) N=16,989	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	11	1.23	7	.41
2. Larceny-Theft	21	1.19	8	.90	13	.77
3. Weapons-Handgun	0	.00	1	.11	1	.06
4. Weapons-Rifle	0	.00	0	.00	5	.29
5. Weapons-Other Firearms	0	.00	1	.11	0	.00
6. All Other Weapons	9	.51	6	.67	12	.71
7. Drug Abuse	0	.00	23	2.58	94	5.53
8. Disorderly Conduct	0	.00	13	1.46	99	5.83
9. Simple Assault	3	.17	57	6.40	28	1.65
Board Policy Violations						
1. Defiance of Authority	202	11.40	514	57.68	834	49.09
2. Disturbing Class	375	21.16	230	25.81	716	42.14
3. Fighting	163	9.20	166	18.63	459	27.02
4. Threat-Intimidation	51	2.88	110	12.34	176	10.36
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.06	18	2.02	61	3.59
2. Expulsion Without Ed. Services	0	.00	1	.11	4	.24
3. Suspensions	34	1.92	140	15.71	206	12.13
4. Alternative Placement	0	.00	21	2.36	41	2.41
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.06	17	1.91	107	6.30
2. Expulsion Without Ed. Services	0	.00	1	.11	10	.59
3. Suspensions	506	28.55	1211	135.88	3090	181.88
4. Alternative Placement	46	2.60	84	9.43	115	6.77
5. Corporal Punishment	286	16.14	170	19.08	11	.65

Combining all 12 demographic groups

Region 2 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) N=21,019		Middle (6 th – 8 th) n=11,218		High (9 th –12 th) n=27,632	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	1	.09	2	.07
2. Larceny-Theft	2	.10	1	.09	32	1.16
3. Weapons-Handgun	0	.00	0	.00	3	.11
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.05	5	.45	24	.87
7. Drug Abuse	0	.00	49	4.37	188	6.80
8. Disorderly Conduct	0	.00	1	.09	21	.76
9. Simple Assault	28	1.33	5	.45	73	2.64
Board Policy Violations						
1. Defiance of Authority	285	13.56	558	49.74	1043	37.75
2. Disturbing Class	157	7.47	483	43.06	435	15.74
3. Fighting	174	8.28	384	34.23	748	27.07
4. Threat-Intimidation	178	8.47	152	13.55	224	8.11
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.05	7	.62	44	1.59
2. Expulsion Without Ed. Services	0	.00	1	.09	14	.51
3. Suspensions	13	.62	50	4.46	254	9.19
4. Alternative Placement	18	.86	42	3.74	94	3.40
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.05	4	.36	20	.72
2. Expulsion Without Ed. Services	0	.00	1	.09	3	.11
3. Suspensions	471	22.41	1602	142.81	2893	104.70
4. Alternative Placement	228	10.85	300	26.74	1261	45.64
5. Corporal Punishment	158	7.52	34	3.03	98	3.55

Combining all 12 demographic groups

Region 3 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=46,451		Middle (6 th – 8 th) n=19,830		High (9 th –12 th) n=27,237	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	27	1.36	33	1.21
2. Larceny-Theft	0	.00	51	2.57	38	1.40
3. Weapons-Handgun	0	.00	0	.00	1	.04
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	2	.10	6	.22
6. All Other Weapons	14	.30	25	1.26	49	1.80
7. Drug Abuse	0	.00	89	4.49	345	12.67
8. Disorderly Conduct	2	.04	12	.61	12	.44
9. Simple Assault	29	.62	269	13.57	191	7.01
Board Policy Violations						
1. Defiance of Authority	89	1.92	998	50.33	782	28.71
2. Disturbing Class	44	.95	525	26.48	463	17.00
3. Fighting	291	6.26	1481	74.68	542	19.90
4. Threat-Intimidation	203	4.37	1359	68.53	567	20.82
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	43	.93	510	25.72	867	31.83
4. Alternative Placement	5	.11	64	3.23	109	4.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	710	15.28	5097	257.03	3086	113.30
4. Alternative Placement	40	.86	120	6.05	125	4.59
5. Corporal Punishment	0	.00	1	.05	0	.00

Combining all 12 demographic groups

Region 4 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=33,251		Middle (6 th – 8 th) n=17,043		High (9 th – 12 th) n=32,655	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	9	.28
2. Larceny-Theft	2	.06	26	1.53	37	1.13
3. Weapons-Handgun	0	.00	1	.06	1	.03
4. Weapons-Rifle	0	.00	0	.00	1	.03
5. Weapons-Other Firearms	0	.00	0	.00	1	.03
6. All Other Weapons	2	.06	18	1.06	33	1.01
7. Drug Abuse	3	.09	58	3.40	163	4.99
8. Disorderly Conduct	3	.09	11	.65	7	.21
9. Simple Assault	17	.51	83	4.87	94	2.88
Board Policy Violations						
1. Defiance of Authority	155	4.66	850	49.87	1070	32.77
2. Disturbing Class	73	2.20	411	24.12	455	13.93
3. Fighting	165	4.96	727	42.66	729	22.32
4. Threat-Intimidation	110	3.31	273	16.02	302	9.25
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.03	14	.82	33	1.01
2. Expulsion Without Ed. Services	0	.00	2	.12	6	.18
3. Suspensions	26	.78	214	12.56	395	12.10
4. Alternative Placement	0	.00	15	.88	46	1.41
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	7	.41	11	.34
2. Expulsion Without Ed. Services	0	.00	1	.06	1	.03
3. Suspensions	570	17.14	2806	164.64	4617	141.39
4. Alternative Placement	2	.06	244	14.32	56	1.71
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=39,460		Middle (6 th – 8 th) n=18,306		High (9 th – 12 th) n=23,974	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	13	.33	56	3.06	19	.79
2. Larceny-Theft	14	.35	15	.82	32	1.33
3. Weapons-Handgun	0	.00	0	.00	2	.08
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	11	.28	30	1.64	40	1.67
7. Drug Abuse	2	.05	80	4.37	273	11.39
8. Disorderly Conduct	15	.38	168	9.18	57	2.38
9. Simple Assault	87	2.20	128	6.99	94	3.92
Board Policy Violations						
1. Defiance of Authority	202	5.12	1715	93.69	2270	94.69
2. Disturbing Class	127	3.22	528	28.84	500	20.86
3. Fighting	231	5.85	1185	64.73	683	28.49
4. Threat-Intimidation	184	4.66	212	11.58	250	10.43
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	12	.66	44	1.84
2. Expulsion Without Ed. Services	0	.00	6	.33	16	.67
3. Suspensions	153	3.88	512	27.97	581	24.23
4. Alternative Placement	0	.00	60	3.28	71	2.96
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	2	.11	3	.13
2. Expulsion Without Ed. Services	0	.00	2	.11	3	.13
3. Suspensions	746	18.91	4590	250.74	5209	217.28
4. Alternative Placement	20	.51	118	6.45	693	28.91
5. Corporal Punishment	34	.86	5	.27	0	.00

Combining all 12 demographic groups

Region 6 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=21,502		Middle (6 th – 8 th) n=10,704		High (9 th –12 th) 22,346	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	2	.19	4	.18
2. Larceny-Theft	0	.00	1	.09	23	1.03
3. Weapons-Handgun	0	.00	0	.00	1	.04
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	2	.09
6. All Other Weapons	0	.00	8	.75	19	.85
7. Drug Abuse	0	.00	32	2.99	144	6.44
8. Disorderly Conduct	0	.00	13	1.21	69	3.09
9. Simple Assault	8	.37	23	2.15	132	5.91
Board Policy Violations						
1. Defiance of Authority	586	27.25	557	52.04	1513	67.71
2. Disturbing Class	247	11.49	590	55.12	587	26.27
3. Fighting	214	9.95	487	45.50	850	38.04
4. Threat-Intimidation	65	3.02	174	16.26	203	9.08
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	.28	41	1.83
2. Expulsion Without Ed. Services	0	.00	0	.00	25	1.12
3. Suspensions	10	.47	88	8.22	302	13.51
4. Alternative Placement	0	.00	5	.47	155	6.94
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	.36
2. Expulsion Without Ed. Services	0	.00	1	.09	10	.45
3. Suspensions	362	16.84	1417	132.38	4107	183.79
4. Alternative Placement	9	.42	1035	96.69	1268	56.74
5. Corporal Punishment	801	37.25	117	10.93	108	4.83

Combining all 12 demographic groups

Region 7 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=10,367		Middle (6 th – 8 th) 6,021		High (9 th –12 th) 12,242	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	7	.57
2. Larceny-Theft	0	.00	5	.83	27	2.21
3. Weapons-Handgun	0	.00	0	.00	1	.08
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	.33	10	.82
7. Drug Abuse	0	.00	15	2.49	150	12.25
8. Disorderly Conduct	0	.00	34	5.65	10	.82
9. Simple Assault	4	.39	33	5.48	118	9.64
Board Policy Violations						
1. Defiance of Authority	111	10.71	396	65.77	812	66.33
2. Disturbing Class	49	4.73	408	67.76	329	26.87
3. Fighting	111	10.71	285	47.33	340	27.77
4. Threat-Intimidation	51	4.92	178	29.56	114	9.31
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	9	1.49	20	1.63
2. Expulsion Without Ed. Services	0	.00	1	.17	6	.49
3. Suspensions	8	.77	88	14.62	289	23.61
4. Alternative Placement	0	.00	3	.50	53	4.33
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	2	.33	5	.41
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	237	22.86	817	135.69	2428	198.33
4. Alternative Placement	33	3.18	750	124.56	457	37.33
5. Corporal Punishment	96	9.26	88	14.62	88	7.19

Combining all 12 demographic groups

Region 8 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=4,421		Middle (6 th – 8 th) n=2,111		High (9 th – 12 th) n=10,916	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	1	.47	2	.18
2. Larceny-Theft	0	.00	0	.00	9	.82
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.23	1	.47	6	.55
7. Drug Abuse	1	.23	9	4.26	114	10.44
8. Disorderly Conduct	1	.23	0	.00	7	.64
9. Simple Assault	1	.23	0	.00	73	6.69
Board Policy Violations						
1. Defiance of Authority	95	21.49	114	54.00	924	84.65
2. Disturbing Class	138	31.21	72	34.11	871	79.79
3. Fighting	94	21.26	131	62.06	571	52.31
4. Threat-Intimidation	55	12.44	25	11.84	106	9.71
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	1	.47	20	1.83
2. Expulsion Without Ed. Services	0	.00	0	.00	11	1.01
3. Suspensions	4	.90	11	5.21	208	19.05
4. Alternative Placement	1	.23	0	.00	31	2.84
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	9	.82
2. Expulsion Without Ed. Services	0	.00	0	.00	5	.46
3. Suspensions	224	50.67	402	190.43	2109	193.20
4. Alternative Placement	2	.45	2	.95	1834	168.01
5. Corporal Punishment	204	46.14	45	21.32	164	15.02

Combining all 12 demographic groups

Region 1 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=13,669		Elementary (to 8 th grade) n=2,475		High (7 th -12 th) n=1,243	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	4	.29	2	.81	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	4	.29	0	.00	1	.80
7. Drug Abuse	3	.22	0	.00	3	2.41
8. Disorderly Conduct	0	.00	2	.81	0	.00
9. Simple Assault	3	.22	0	.00	1	.80
Board Policy Violations						
1. Defiance of Authority	221	16.17	126	50.91	77	61.95
2. Disturbing Class	249	18.22	37	14.95	151	121.48
3. Fighting	265	19.39	49	19.80	40	32.18
4. Threat-Intimidation	93	6.80	15	6.06	20	16.09
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	0	.00
2. Expulsion Without Ed. Services	1	.07	0	.00	1	.80
3. Suspensions	22	1.61	3	1.21	1	.80
4. Alternative Placement	3	.22	2	.81	5	4.02
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	7	.51	1	.40	13	10.46
2. Expulsion Without Ed. Services	2	.15	0	.00	0	.00
3. Suspensions	807	59.04	199	80.40	384	308.93
4. Alternative Placement	25	1.83	15	6.06	15	12.07
5. Corporal Punishment	56	4.10	54	21.82	181	145.62

Combining all 12 demographic groups

Region 2 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,690		Elementary (to 8 th grade) n=3,703		High (7 th -12 th) n=660	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	1	.07	0	.00	1	1.52
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	.54	3	4.55
7. Drug Abuse	0	.00	1	.27	7	10.61
8. Disorderly Conduct	1	.07	0	.00	2	3.03
9. Simple Assault	0	.00	1	.27	3	4.55
Board Policy Violations						
1. Defiance of Authority	75	5.11	128	34.57	134	203.03
2. Disturbing Class	27	1.84	25	6.75	12	18.18
3. Fighting	77	5.24	92	24.84	0	.00
4. Threat-Intimidation	81	5.51	41	11.07	10	15.15
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	12.12
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	4	.27	3	.81	13	19.70
4. Alternative Placement	0	.00	1	.27	0	.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	301	20.49	232	62.65	179	271.21
4. Alternative Placement	7	.48	10	2.70	0	.00
5. Corporal Punishment	9	.61	89	24.03	0	.00

Combining all 12 demographic groups

Region 3 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=0		Elementary (to 8 th grade) n=552		High (7 th -12 th) n=1060	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	0	.00	0	.00
7. Drug Abuse	0	.00	0	.00	0	.00
8. Disorderly Conduct	0	.00	0	.00	0	.00
9. Simple Assault	0	.00	0	.00	0	.00
Board Policy Violations						
1. Defiance of Authority	0	.00	0	.00	5	4.72
2. Disturbing Class	0	.00	0	.00	11	10.38
3. Fighting	0	.00	0	.00	7	6.60
4. Threat-Intimidation	0	.00	0	.00	0	.00
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	0	.00	0	.00	0	.00
4. Alternative Placement	0	.00	0	.00	0	.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	0	.00	0	.00	26	24.53
4. Alternative Placement	0	.00	0	.00	0	.00
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 4 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=6,748		Elementary (to 8 th grade) n=221		High (7 th -12 th) 2,252	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	5	2.22
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	0	.00	6	2.66
7. Drug Abuse	2	.30	0	.00	25	11.10
8. Disorderly Conduct	1	.15	0	.00	0	.00
9. Simple Assault	4	.59	0	.00	8	3.55
Board Policy Violations						
1. Defiance of Authority	229	33.94	1	4.52	80	35.52
2. Disturbing Class	54	8.00	31	140.27	88	39.08
3. Fighting	133	19.71	4	18.10	58	25.75
4. Threat-Intimidation	83	12.30	2	9.05	27	11.99
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	11	1.63	0	.00	42	18.65
4. Alternative Placement	0	.00	0	.00	5	2.22
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	546	80.91	36	162.90	366	162.52
4. Alternative Placement	9	1.33	4	18.10	0	.00
5. Corporal Punishment	1	.15	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=3,279		Elementary (to 8 th grade) n=1,940		High (7 th -12 th) n=938	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	2	2.13
3. Weapons-Handgun	0	.00	0	.00	1	1.07
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	1.03	2	2.13
7. Drug Abuse	5	1.52	8	4.12	16	17.06
8. Disorderly Conduct	0	.00	0	.00	3	3.20
9. Simple Assault	0	.00	0	.00	19	20.26
Board Policy Violations						
1. Defiance of Authority	18	5.49	46	23.71	103	109.81
2. Disturbing Class	3	.91	25	12.89	100	106.61
3. Fighting	11	3.35	41	21.13	70	74.63
4. Threat-Intimidation	14	4.27	38	19.59	19	20.26
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	1.55	5	5.33
2. Expulsion Without Ed. Services	0	.00	1	.52	1	1.07
3. Suspensions	5	1.52	6	3.09	40	42.64
4. Alternative Placement	0	.00	2	1.03	3	3.20
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	35	10.67	223	114.95	382	407.25
4. Alternative Placement	15	4.57	22	11.34	5	5.33
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 6 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,024		Elementary (to 8 th grade) n=6,054		High (7 th -12 th) n=2,450	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	14	1.00	2	.33	0	.00
3. Weapons-Handgun	0	.00	0	.00	1	.41
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	1	.07	0	.00	0	.00
6. All Other Weapons	6	.43	6	.99	4	1.63
7. Drug Abuse	4	.29	8	1.32	66	26.94
8. Disorderly Conduct	1	.07	12	1.98	76	31.02
9. Simple Assault	4	.29	41	6.77	47	19.18
Board Policy Violations						
1. Defiance of Authority	711	50.70	258	42.62	894	364.90
2. Disturbing Class	368	26.24	158	26.10	208	84.90
3. Fighting	256	18.25	279	46.09	182	74.29
4. Threat-Intimidation	85	6.06	46	7.60	39	15.92
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	2	.82
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.82
3. Suspensions	26	1.85	47	7.76	95	38.78
4. Alternative Placement	3	.21	25	4.13	115	46.94
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.82
3. Suspensions	358	25.53	469	77.47	933	380.82
4. Alternative Placement	716	51.06	363	59.96	658	268.57
5. Corporal Punishment	495	35.30	69	11.40	330	134.69

Combining all 12 demographic groups

Region 7 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,034		Elementary (to 8 th grade) n=626		High (7 th -12 th) n=2,603	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	3.19	5	1.92
7. Drug Abuse	0	.00	0	.00	16	6.15
8. Disorderly Conduct	0	.00	14	22.36	2	.77
9. Simple Assault	0	.00	0	.00	6	2.31
Board Policy Violations						
1. Defiance of Authority	271	33.73	24	38.34	173	66.46
2. Disturbing Class	231	28.75	57	91.05	229	87.98
3. Fighting	146	18.17	21	33.55	149	57.24
4. Threat-Intimidation	25	3.11	12	19.17	27	10.37
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	3.07
2. Expulsion Without Ed. Services	0	.00	0	.00	1	.38
3. Suspensions	0	.00	18	28.75	25	9.60
4. Alternative Placement	0	.00	1	1.60	12	4.61
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	2	.77
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	190	23.65	44	70.29	413	158.66
4. Alternative Placement	391	48.67	1	1.60	381	146.37
5. Corporal Punishment	164	20.41	103	164.54	30	11.53

Combining all 12 demographic groups

Region 8 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,117		Elementary (to 8 th grade) n=12,278		High (7 th -12 th) n=2,863	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	2	.16	2	.70
2. Larceny-Theft	0	.00	3	.24	3	1.05
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.12	0	.00	4	1.40
7. Drug Abuse	2	.25	31	2.52	30	10.48
8. Disorderly Conduct	0	.00	4	.33	2	.70
9. Simple Assault	3	.37	9	.73	17	5.94
Board Policy Violations						
1. Defiance of Authority	116	14.29	520	42.35	234	81.73
2. Disturbing Class	232	28.58	284	23.13	106	37.02
3. Fighting	141	17.37	429	34.94	203	70.90
4. Threat-Intimidation	36	4.44	181	14.74	17	5.94
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	.24	1	.35
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.70
3. Suspensions	6	.74	48	3.91	66	23.05
4. Alternative Placement	0	.00	9	.73	1	.35
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.12	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	350	43.12	1120	91.22	510	178.13
4. Alternative Placement	139	17.12	212	17.27	319	111.42
5. Corporal Punishment	118	14.54	557	45.37	5	1.75

Combining all 12 demographic groups

